

DIARY

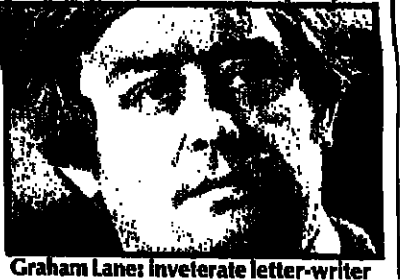
Logged by the SEA captain

The TES reported recently that the taxpayer pays 7.9 civil servants (full-time equivalents) nearly £64,000 for handling Sir Keith Joseph's correspondence. A considerable chunk of their time must be taken up with corresponding with Mr Graham Lane, secretary of the Socialist Educational Association.

I gather that every time Sir Keith approves a tertiary reorganization scheme, Mr Lane writes congratulating him and receives a letter back thanking him for his congratulations. Every time Sir Keith turns down a tertiary reorganization scheme, Mr Lane writes telling the Education Secretary that he clearly does not understand what tertiary colleges are all about and the two of them should meet so that he can explain the concept to him.

Every time this happens a letter duly arrives from Sir Keith telling Mr Lane that he does understand tertiary colleges and it would not be opportune for them to meet at the present time. As it happens, it is not just Sir Keith that the SEA feels it has to persuade about tertiary colleges. A number of Labour authorities have yet to embrace the concept, and the SEA will be trying to push through a resolution at this autumn's Labour Party Conference committing the party to tertiary colleges and not the rather more ambiguous concept of tertiary reorganization that has prevailed in recent years.

Mr Lane is a past-master at getting resolutions through. He generally insists on a card vote which in theory at least turns a resolution from a well-meaning platitude into firm policy.



Graham Lane's inveterate letter-writer

Sir Keith Joseph has always looked on his 16 plus examination reforms as one of his main reasons for pride on his four years as Education Secretary. And I note that there is now someone closely involved with the 16 plus who knows the way his mind works better than most.

Elizabeth Hodgkinson, who has been Sir Keith's principal private secretary for the past 21 months, has just been promoted to assistant secretary in the Department of Education, and her special brief will be examinations policy. Part of her duty will be to help oversee the implementation of the 16 plus.

She will be replacing Andrew Edwards, who has helped to launch the GCSE while on secondment from the Treasury. He is now returning there

Fellow travellers

Last week's splendid ILEA fashion show, featuring designs by London college students, turned into something of a victory celebration for the authority's leader, Frances Morrell, who reminded a large audience that the Government had decided against holding powers in reserve to abolish ILEA at a future date, following criticism in the House of Lords (see page 5).

Mrs Morrell will have to wait a little longer to know whether she can also celebrate the chance of a parliamentary seat. She is on the short list of candidates for Accrington, but the selection meeting, due to have taken place last

Colour coding

The Swann report emphasized the need for multiracial education and was, indeed, subtitled "Education for All".

This should be brought to the attention of the London headmaster who has organized four parents' meetings to discuss the report - one for white parents, one for West Indians, one for Muslims and one for Sikhs. He has even written to parents saying he will organize another meeting if necessary for parents who feel they do not belong to any of those categories.

The DES's game of musical chairs

having been promoted to under-secretary rank.

To complete the musical chairs in Elizabeth House, Mr Rob Smith, from one of the higher education branches, is taking over the demanding role of private secretary to the Education Secretary. I hope he is familiar with the legendary reading list that Sir Keith expects those around him to have mastered, including his own mid-70s pamphlet with a title that one would not necessarily associate with him: "Monetarism is not enough."

The link between the DES and the Treasury is also being maintained. John Beasall, an assistant secretary at the Treasury, has arrived at the schools division in Elizabeth House on secondment.

He will find when he arrives that

DES civil servants are a far more resourceful crowd than the rest of their Whitehall colleagues. I wrote recently that the new computerized telephone exchange in the DES prevented the staff from phoning up the speaking clock and the test match score. But with Ian Botham at the crease last week, the tension proved too much and the best Oxbridge brains huddled together to find a way to beat the system.

For those of junior rank who may not have been let in on the secret, I can divulge that you can either dial the Norwich sportsline, or more simply, dial 01 and then the normal cricket score number.

They're still working on the speaking clock.



Elizabeth Hodgkinson: another rung up the Civil Service ladder

Nutty cutlets

"People come to teaching seeking a mild life. I think it should be violent."

The words might strike a chord with the NUT deputy general secretary Doug McAvoy, recovering from the dislocated shoulder and broken arm he received from a crumpling tackle in a hastily arranged football match during an interlude in the Burnham negotiations.

But the man who encourages violence in the classroom in fact teaches on the other side of the Atlantic and must lay claim to the title of the world's most eccentric teacher.

He is Professor John Rassias, who expounded his philosophy while on his way to a class in Dartmouth College, New Hampshire, dressed in a white uniform, apron and cap. He was carrying a meat cleaver, a cutting board and some raw meat.

According to a report in the current issue of *EFL Gazette*, during the ensuing "lecture" he acted the part of a French butcher's assistant, bored by his work, cuckolded by his wife, his daughter's honour sullied by his wife's lover. In a frenzy of frustration, he slashed the meat into pieces and hurled them at the students.

The students had already spent 10

weeks being pelted with eggs, and liver, kissed, throttled embraced and terrorized. Some had come prepared - they wore raincoats.

"First, you have to secure an emotional reaction," the professor says. "The students' emotional reaction on this occasion was to hurl the meat right back in his face."

Despite the violence, Rassias' method - known as the Dartmouth Intensive Language Model - has been adopted by the Peace Corps, the American version of Voluntary Service Overseas, to teach over 100 languages worldwide.

It has apparently been adopted by more than 75 colleges and universities in their foreign language departments.

On one occasion, the professor got his students to dress up as New York City Transit cops. They were then invited to attack him and rip off his shirt. The shirt "symbolized the need to destroy inhibitions before undertaking the study of a language," he said.

The idea, he says, is to make the child in the student respond. "To do this, one must destroy the years of crust acquired through habit and age." Professor Rassias could be on his way to becoming the first teacher film star. A film of his teaching methods has been made by a US company and is available for hire to other teachers looking for a change of style.

David Lister

THE TIMES Educational Supplement

FRIDAY JULY 26 1985 NUMBER 3604

FIRST PUBLISHED 1910 PRICE 65p

Fewer and poorer-quality applicants highlight teachers' pay plight against backdrop of top people's award

Shock fall in standard of science recruits

by Bob Doe

Evidence of a sharp decline in the quality and quantity of recruits to maths and science teaching is growing.

It seems certain to add to the fury over the large salary increases for judges and senior public servants which Sir Keith Joseph defends by saying they are to "recruit, retain and motivate people of the right quality".

A survey of vacancies for physics teachers advertised since January found an average of only six applicants for each scale one and two post. But most of these applicants were not even thought to be interviewing.

The result is that about one vacancy remains unfilled, with decisions on others still pending.

The survey, to be reported in full in

courses could be almost a third down in 1985 compared with 1984.

The quality here is causing concern as well: of the dozen or so students accepted on one PGCE physics course, only two were of the quality that the tutor would personally have considered employing as physics teachers in a school, the Institute was told.

The latest figures from the Graduate Teacher Training Registry show that even at this late stage, 29 university departments of education still have vacancies for PGCE physics students for next term along with 10 colleges and polytechnics.

The position in mathematics is no better. Vacancies in schools notified to the Department of Education and Science - notoriously an underestimation of the true position - grew from 269 in 1982 to 313 last year. The figures for January 1985 are not yet available but the DES said this week.

There are vacancies on PGCE maths courses still in 40 colleges and universities and figures published in *The TES* earlier this year (April 5) suggested that what recruits there are to maths and science PGCE courses include a far lower proportion of good honours graduates than other PGCE courses.

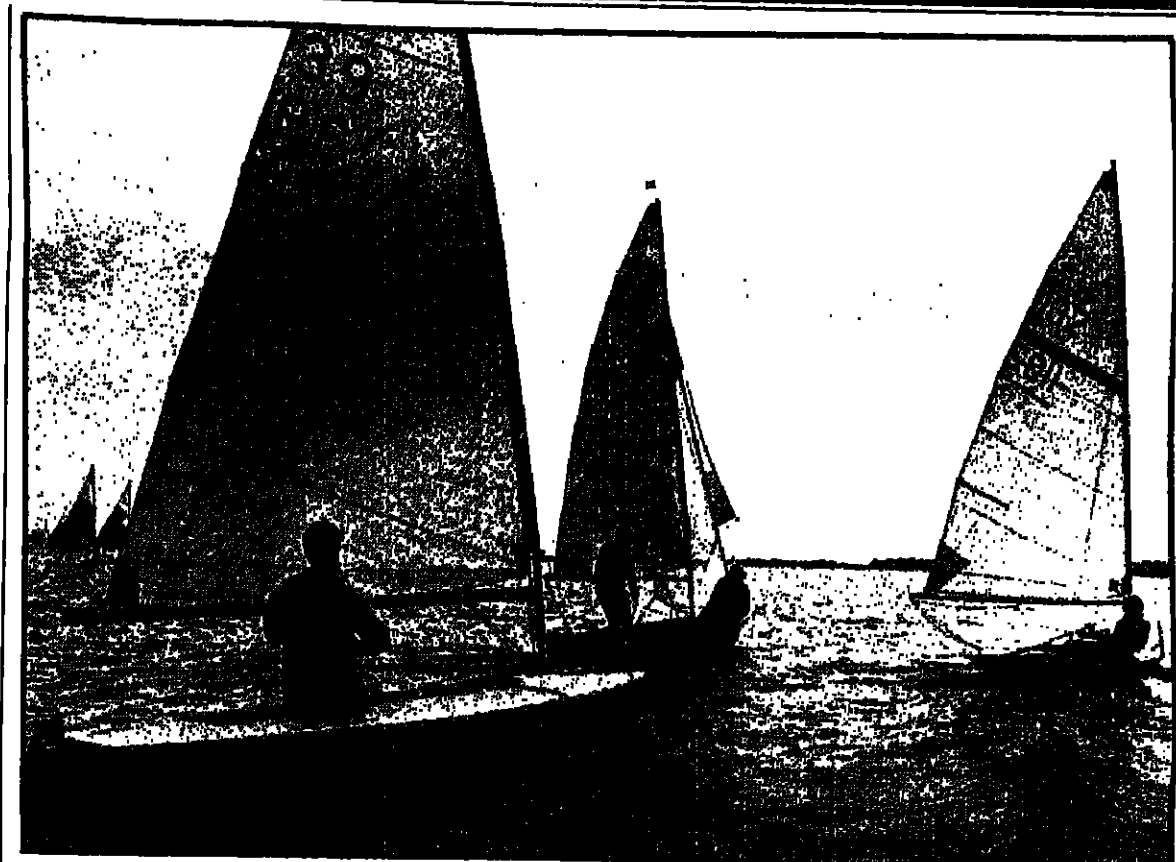
There had been hopes that the long standing shortages of specialist teachers would be alleviated by falling rolls.

The Government's advisory committee on the training and supply of teachers (ACSET) estimated recently that in the future more than one in five of new maths graduates would need to go into teaching to sustain the present levels of teaching. Last year the proportion was just over one in 10; this year it is expected to be less than one in 10.

Sir Keith Joseph, the Education Secretary, acknowledged to MPs this week that latest figures showed that teacher shortages were getting worse in maths and science, where education was in competition with the business sector.

He also told the Commons Select Committee on Education that there were "anecdotes" of a disproportionate loss of highly skilled teachers in shortage subjects.

These factors were an argument for just the sort of bargain the Government is offering, page 3.



Plain sailing: the National Schools Sailing Association Regatta enjoyed fine weather last Tuesday as racing got underway at Grafton Water, Cambridgeshire. The fine yachting conditions contrasted with the scene 24 hours before when racing was abandoned on the opening day as the tail end of Hurricane Anne gusted through. Picture: Laurie Spence

Space invader Sharon

from Bill Norris Washington

A woman has triumphed over 11,415 other applicants to be named as America's first teacher to fly in space.

She is Sharon Christa McAuliffe, a 36-year-old mother of two who teaches law, economics and history at Concord High School, New Hampshire. She was chosen from 10 finalists after a nationwide selection process that started with President Reagan's announcement that a teacher would be the first ordinary citizen to go into orbit.

The journey into space, due to take place on the space shuttle Challenger on January 22, will bring Ms McAuliffe fame, but not fortune. During her 114 hours of training spread over the next four months, and a total of a year working for the National Aeronautics and Space Administration, she will be paid at her normal teacher's salary of just over \$20,000 (£14,000).

Mr Bennett was incautious enough to make the offer when introduced to



Sharon McAuliffe: rising star

Her pupils at Concord, where she also teaches a social history course, which she designed herself, on "The American Woman" are reported to be as excited as she is. During her absence they have been promised a supply teacher of some distinction: the Education Secretary, Mr William Bennett, who said recently that he wanted to do some teaching, is to be drafted to fill the gap in person.

Mr Bennett was incautious enough to make the offer when introduced to

Ms McAuliffe before her presentation at the White House. It was taken up by Vice-President Bush in public, and now he is stuck with it. "He wasn't really being serious," said an Education Department official, "but he will keep his word and go to Concord. He will probably teach Ms McAuliffe's class for a period or so."

Selection from 10 finalists, after extensive physical and psychological tests at the Houston Space Centre, was announced by Mr Bush at the White House last weekend.

Since then Ms McAuliffe has been involved in a breathless round of television chat-show appearances. Her object, she says, is to "demystify" space flight, and she intends to keep a journal on board the space shuttle "just as the pioneer travellers of the Conestoga-wagon days kept personal journals".

On her return from her six-day trip she will be a public relations worker for the space agency.

Unions discuss 'no strike' deals in schools

Exploratory discussions on how "no strike" agreements could be extended to the education service are being held between the Professional Association of Teachers and the electricians' union, the EETPU.

The PAT contacted the EETPU, which is affiliated to the TUC, after hearing about the "no strike" deals that operate in the electronics industry.

Mr Peter Dawson, general secretary of the PAT, said: "We are talking to them and we are intending to meet together and discuss matters of common interest and ways of proceeding. We will be listening and learning."

The news of the discussions with the EETPU has coincided with a call from Mr Dawson - in next week's PAT conference brochure - for a new federation of professional associations

"to promote a new style of industrial relations in this country".

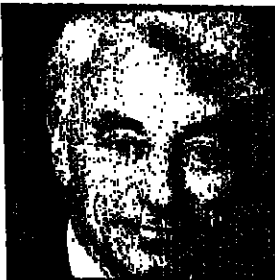
Nevertheless, Mr Dawson has been cool about the idea of PAT joining an alternative TUC advocated by the Nottinghamshire miners who refused to go on strike. "We would be extremely wary," he said. "We don't want to get mixed up with a bunch of right-wingers."

Interview - page 10

NOTICEBOARD

PEOPLE...

Mr Teresa Colwell, deputy head of Hillsides Primary School, Nottinghamshire, to be head of Edgewood Primary School, Huddersfield, Nottinghamshire. The National Children's Home has appointed Mr Anthony Hill to be head of Fyfield Court, Seaton; he formerly worked at Coombe Hill ILEA residential school in East Grinstead; and Mr David Freeman, formerly head of Penitentiary School, Chipping Norton, to be head of Hilton Grange, Bramhope, near Leeds, on the retirement of Mr Frank Schofield in December.



Professor Eric Ash, FRSE, Fender Professor of Electrical Engineering at University College, London, (pictured) to be Rector of the Imperial College of Science and Technology, in succession to Lord Flowers, FRSE who takes up his appointment as Vice-Chancellor of the University of London in September. Sir John Burgh, director general of the British Council, to be chairman of the Court of Governors of the University School of

Economics in succession to Sir Huw Wheldon, who retires as chairman in December. Mr Maurice Shock, Vice-Chancellor of Leicester University, has been appointed rector of Lincoln College, Oxford, from August 1987.

CONFERENCES...

July 28-31 "Education for Special Needs: Curriculum and its Implementation". A conference for principals, i.e. administrators and advisers and MSC regional and local staff at the Further Education Staff College, Coombe Lodge, Bristol.

September 2-6 "Positive Partnerships" World Conference on Cooperative Education, at Napier College, Edinburgh. Details from Dr W.A. Turney, Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT.

September 4-6 Incorporated Association of Preparatory Schools annual conference at Christ Church, Oxford. The chairman will be Mr Robin Peverett, headmaster of Dulwich College Prep School. September 10-12 Home Economics International Research conference at Education Institute of Higher Education, Details from Vernon Ward, Digby Stuart College, Southampton Institute of Higher Education, Southampton Lane, London SW15 5PH.

EVENTS...

July 13-August 11 South Bank Splash, the National Theatre's summer festival, includes free lunchtime workshops and shows for children. Programme details from the National Theatre, South Bank, London SE1 9PX. 01 928 2033.

July 30-August 31 "A Refuge in Spiltfields" is the theme of summer holiday activities at the Getty Museum, Art and craft workshops will include painting, textiles, collage, clay modelling, soap carving, printing, music, drama and cookery. There will also be organized walks around the area, and gallery talks illustrated with costumes and slides. Workshops will be open to children over 7. Details and group bookings from the Registrar, FESC, Coombe Lodge, Blegdon, Bristol.

August 6-9 Nigerian Crafts Day workshops for children aged 8-13 at the African Centre, 36 King's Road, London WC2E 8JT. Space is limited to 30 children each day, so register by July 23. Activities include pottery, cloth design, hair weaving, bead making, mural painting and musical instruments. Details from Heather Mayman on 01-586 1973.

COMPETITIONS...

"Girl Technician Engineer of the Year" award. Nominations should be received by October 8. Details and copies of the 1985 nomination form are available

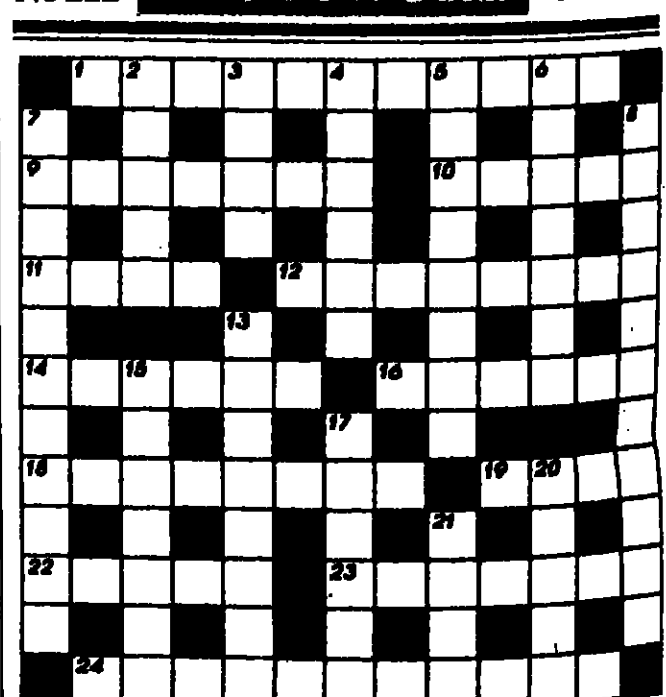
from the secretary, the Institution of Electrical and Electronics Incorporated Engineers, Savoy Hill House, Savoy Hill, London WC2R 0BS.

PUBLICATIONS...

"Resources for Adult Learning in the East Midlands" is a directory for learning outside the classroom in the East Midlands including museums, photographic collections, libraries, archaeological sites, parks and nature reserves, industrial and commercial visits. It is aimed primarily at adult and further education, but will be of interest to other sections of the community. Entries are arranged in alphabetical order in main subject areas for each county: Derbyshire, Leicestershire, Lincolnshire, Northamptonshire and Nottinghamshire. It costs £9.95 and is available from the Department of Library and Information Studies, Loughborough University, Loughborough, Leicestershire LE11 3TU.

"American Studies in British Universities" lists teachers of American subjects in British universities as well as details of undergraduate and postgraduate courses. It is published by the University of London's Institute of United States Studies and costs £2.50, post free. Copies are available from the Administrative Officer, 31 Tavistock Square, London WC1H 9E2.

No 212 CROSSWORD by Rufus



Across

- 1 A charming old institution (11)
- 9 Profit in a way when in opposition (7)
- 10 State of Surrey opener sir the Oval (5)
- 11 Bill's opponents (4)
- 12 Author said fish without permit (8)
- 14 We've got it coming to us (6)
- 15 Round awkward problem (6)
- 18 Trains that move down across the desert (6)
- 19 A minor drawback (6)
- 20 Car used by disabled (6)
- 21 up to them - by numbers? (5)
- 23 Cher's team ended at entry (7)
- 24 Disloyal commander-in-chief (5,6)
- 25 crown? (11)
- 26 Man to possibly enter the church? (7)
- 27 Not to disclose the true of a suit (6)
- 28 A winding, way-out critic (5)
- 29 Girl getting rave review (4)

Down

- 2 Slowcoach? (5)
- 3 Cher's team followed a band (4)
- 4 Fall back in command mutual defense (6)
- 5 Pardon a sailor's turbulent loves (8)
- 6 Waves put in the sea (6)
- 7 Men facing it become noble (11)
- 8 Superior pedestrian (6)

Solution to puzzle 211

THIS WEEK

- COMMENT
PRIMARY SCHOOL TO WORK OVERSEAS NEWS
LETTERS
TALKBACK
DIARY, NOTICEBOARD
AND CROSSWORD
CLASSIFIED

16-plus concern

National guidelines for the 16-plus could lead to lower standards, it was claimed this week.

Sixth tests

Modern language teaching in the sixth-form suffers from being too exam-focused, HMI says.

Primary blueprint

Sir Keith Joseph spells out his views on primary schooling.

Platform

John Gray, David Jenson and Ben Jones assess the latest report of standards from the NCES. 4

Spend-it-yourself

Tighter financial control in education could mean schools will decide their own priorities. 15

Milestone maker

Geoffrey Cooksey (pictured) looks back on the creation of a comprehensive lapmark at Stanthorpe Circuit.

Books in class

Commerce 21
Arts/Books
Brian Morton on the work of R.D. Laing; Finlay J. Macdonald on Balfour; Anna Pavolini on Heinrich Böll; Hermann Peschmann on Seamus Heaney. Television: Michael Church on TV's *The Press Gang*; Lynne Truss previews Channel 4's *The Hidden Curriculum*; Robin Buss

Resources/Media

John Bald on approaches to the Mary Rose and other historic ships; Hugh David visits Cosgrove Hall, creators of *Danger Mouse* and the acclaimed animated film, *Wind in the Willows*; Jean Sargeant on a schools TV series on using unemployment constructively.

Interview - page 10

21

19-23

21

21

21

21

21

21

21

21

Teachers and top people



KEITH JOSEPH

The Government's decision that certain top people in the judiciary, the Armed Forces and the Civil Service must receive very large pay increases to maintain comparability with private business, ensure a supply of good quality office-holders and counter the risk that they will "defect" to the private sector, has added another, dramatic twist to the present teachers' pay, dispute not to mention a dramatic Commons vote too.

At Loughborough last week, where education's collective voice in local government was being projected at the Council of Local Education Authorities' Conference, there was a mixture of fury and gloom, combined with near-unbelief that the Government should be so inept in its timing or so blithely unaware of the consequences. Among the most furious, gloomy and baffled were the Conservatives, now a minority in CLEA: it served to confirm every doubt hitherto expressed about the Government's propensity for stepping on banana skins - or in this case, for peeling bananas specially in order to have an extra supply of skins to step on.

Timing?
The Government's timing was unbelievably crass. The teachers had already decided to call a Burnham panel meeting to review the possibility of arbitration. It had begun to appear as if there were just the outside chance that because last week the two sides had actually narrowed their differences by doing some serious negotiating, it might have been possible to use arbitration to dispose of this year's claim - to go at least some way to clear the decks for the even more difficult negotiations looming for next year.

In the event, the hard-liners won hands down, and if the teachers' panel sticks to its guns, there will be no more talks till the employers put a lot more money on the table.

Consistency?
The top people's pay award, coming when it did, handed powerful arguments to those who wanted to continue the dispute. It would, however, be cynical in the extreme to discuss this matter solely in terms of timing, as if it would all have been fine if only this announcement had been smuggled out in the middle of August.

What the Government has done is destroy the moral argument on which the policy for holding

public sector pay increases down below those of private industry and commerce was based.

Whichever way you slice it, the Government has accepted comparability with the private sector for top people and rejected it for teachers.

The Government is rightly concerned that top civil servants may be tempted to leave the public service for more money elsewhere.

Exactly the same arguments apply to teachers, particularly of maths, science and technology and those with experience relevant to the information industries. There is anecdotal evidence that wastage is stepping up; if nothing better is proposed than the present offer which works out at less than the rate of inflation, (and less still than the rate of white collar pay increases in the private sector) it must be assumed that this rate of wastage will rise during the coming year.

Hard evidence of wastage is difficult to amass till it has gathered the momentum which is hard to reverse. But Sir Keith knows that the demand for teachers of certain essential subjects exceeds supply, and that the number and quality of graduates in these subjects coming forward to train as teachers has fallen away.

An article in next week's TES based on an Institute of Physics analysis of job advertisements and the response thereto (page 1), will provide strong circumstantial evidence for believing that any shortage in the recruitment and retention of suitable top civil servants is more than matched by that of important categories of teachers.

Fairness?

Recent events bear all the hallmarks of the trouble Governments get into when wages policies wear thin. Pay restraint means urging, bludgeoning, cajoling workers and employers into low pay settlements. Previous governments have tried to impose pay restraint, formally, on public and private sector alike. They have been fairly successful in short term: pay rises have been moderated, though never held to the chosen limit. But unfairness is built-in to any such scheme. Some groups always go ahead faster than others.

This familiar pattern has been repeated under Mrs Thatcher's non-wages policy which has sought to impose rigid limits on pay in the public sector (till now) while confining government action on private pay to exhortation. Again, pay rises have been moderated, but pay in the private sector has continued to rise faster than pay in the public sector, opening up an unacceptable gap.

The unfairness of holding one group of salary earners down while those in private employment force ahead may be accepted temporarily, without enthusiasm, in recognition of the public sector's greater security of terms. But what is tolerable for a year or two is quite intolerable as permanent government practice. All the classic "re-entry" problems soon reappear, with Top People's salaries leading the way towards the wage explosion which then threatens to wreck not only the wages policy but the national economy more generally.

One of Sir Keith's answers to a questioner at the CLEA conference (Mr Philip Merridale, no less) was so extraordinary - and stretched credulity so far - that it is worth setting down verbatim and dissecting clause by clause.

Sir Keith: What the Government is seeking to do is exactly the same as we're seeking to do by offering the additional money to teachers in return for an affordable bargain on teachers' pay and conditions. They emerge from exactly the same principle. They are indistinguishable - to recruit, retain and motivate people of the right quality. What the Government seeks by the offer of additional money [is to provide] career and promotion prospects that will recruit, retain and motivate teachers of the right quality.

What does this add up to but the contradictory assertion that large, categorical, percentage pay increases to senior grades of the Civil Service are based on the same principle as a proposal for increases for not a category but a selection of teachers? A true analogy might exist if his plans for teachers' pay included large across the board increases for top teachers such as the heads of large schools. Or, alternatively, if the extra money for the top civil servants were only provided by bumping up the new merit awards now mooted for top bureaucrats.

Arbitration?

The teachers, for their part, are bound to applaud the Top People's Award and congratulate the Government on accepting the logic of comparability and (by inference) the evidence provided by the teachers' pay data review which would support the same conclusions as those which have carried the day for the civil servants.

As for arbitration, the case for going ahead is stronger now, not weaker. Admittedly the teachers' anger may cloud their judgement, but the Government has handed them a powerful supporting argument for their claim and discharged a load of grape shot into painful parts of the local authority anatomy.

The only relevant question must be whether the chances of a good settlement will be improved or damaged by carrying the action on into the autumn. Mr David Hart, general secretary of the National Association of Head Teachers, may have spoken for many in observing that the tide may turn against the teachers if they fail to take this chance.

Retribution?

What could become highly relevant are the Rate Support negotiations which will reach their climax in October-November. As these approach, the Government pressure on the L.E.A.s will increase. Fixing the level of the grant is within the Government's discretion. It will be all too easy for the Government to punish the authorities through the RSG if they give more away. Already there is some reason to believe that Whitehall is ready to see the authorities over-reach themselves, and then be forced to seek teachers to pay for what the Government brands an over-generous offer.

COMMENT

No end to the damage

If further proof were needed that Sir Keith Joseph's preferred public pay policy can only be carried out at the expense of his education policy, it is to be found in the results of the Secondary Heads Association survey.

SHA received answers from 2,532 schools to its questionnaire, designed to catalogue the effect of industrial action, and they add up to as comprehensive and convincing an account of the current state of affairs as we are likely to get.

Two issues central to the Education Secretary's burning resolve to improve quality in the classroom are curriculum reform and staff development. SHA reports that both areas have been particularly badly hit.

More than half the respondents felt that the effect on the curriculum of industrial action has been very severe and they detailed the difficulties stacked against introducing new courses, updating the old, revising the syllabus, or coping with organizational change.

On the staff development front, the response was even more negative. Eighty-six per cent of the heads replied that full staff meetings had been badly hit, and almost as many had been having difficulty getting departmental meetings, working groups or pastoral staff together. Two-thirds said that in-service training had been badly affected, and 58 per cent felt outraged by that staff relationships were at risk.

Even leaving aside the effect on parents of unwritten reports, cancelled meetings, unsupervised lunch hours, and a dramatic falling-off in items like games and music which are deemed extra-curricular, the open-ended extent of the long-term bill starts to become apparent.

Examinations and pupil assessment are not yet thought to have been severely affected - though we may get a different gloss on that when O and A level results come in next month.

What may be more important in the long-term is the withdrawal of goodwill; and goodwill has now been withdrawn in a very real sense that goes far beyond union rhetoric. Anyone who works in or regularly visits schools today is well aware that the members of the Secondary Heads Association cannot be dismissed as having produced some irrelevant opinion poll. Their findings are echoed in many letters to this paper (for example, the open letter on page 17).

The mood in many schools is one of deep and genuine frustration that all progress has been forced to a full stop. Implementation of valuable schemes, like ILEA's Hargreaves proposals for improving secondary schools, has been seriously curtailed, and outside London the brakes are on projects in many other L.E.A.s. How many schools have been able to plan a staff meeting to discuss curriculum development in the light of the great gush of HMI and DES documents? What are the chances of full, frank (and time-consuming) discussions about staff development, in line with the Suffolk document on appraisal that Sir Keith welcomed only the other day?

It is the hope of the Government and its Secretary of State for Education that teachers will eventually knuckle under on pay because it is their own life and work they are damaging by refusing to do so. From another viewpoint the teachers' decision to draw the line now - in spite of the damage that working to rule can do to them as well as to the children in their charge - suggests that, if they lose the immediate battle, a permanent loss of goodwill is the more likely outcome.

The SHA is always more likely to speak in sorrow than in anger, but perhaps its reminder that many children now in school will not get their chances again is as likely to contribute to the agonizing of Sir Keith as any other. After all, the report also provides strong evidence that he, too, is missing his chance as Education Secretary to bring about a revolution in curriculum and teaching quality.

Mrs T flies her kites

Mrs Thatcher's revelation that there are plans about which may lead to the revival of direct grant schools, to the expansion of the assisted places scheme and even to another shot at vouchers, sparked off questions to Sir Keith Joseph, both at CLEA last week, and in the House of Commons Select Committee on Tuesday.

As soon as Mrs Thatcher's words were put, the DES and the Secretary of State were at work playing them down.

The line is that some preliminary work is going on - at a fairly early stage as yet - and that it is too soon to say if this will ever come to fruition, let alone what form it might take.

All of which makes Mrs Thatcher's remarks more interesting, not less. Was it an indiscretion on her part? She was being goaded (perhaps this is too strong) for not having been a radical enough right-wing ideologue. The aside about direct grant schools emerged as Mrs Thatcher sought to vindicate her radical aims. Did this cause her to lift a corner of the curtain, prematurely, and give a glimpse of what will one day appear as a brief paragraph in the 1988 manifesto?

Or was it calculated? Judging from the DES response there is little enthusiasm and less urgency behind yet another canter round the privatization course. By letting it come out publicly that this is something she cares about was Mrs Thatcher deliberately stepping up the political pressure?

The Assisted Places Scheme remains extremely unpopular with the educational establishment, but it is quite popular with the electorate and also, though controversial, quite popular with individual teachers. Last year's TES/NOF opinion poll showed that 55 per cent of teachers wanted the scheme to be retained or expanded, while 40 per cent supported abolition. (Teachers in maintained secondary schools, on the other hand, were marginally in favour of abolition.) The scheme in operation now is only a scaled down version of what was originally planned. The Government cut it in half for financial reasons as the bill went through Parliament. There

would be an almighty howl of protest if it were now to be extended at the expense of the maintained system. If the extra cost were reckoned to be "new" money, the protest would not be much less because if there is more money about it would not be difficult to find more deserving causes.

As for direct grant schools, it sounds as if what the politicians have in mind is some new animal, not a reversion to the status quo ante the ending of the old scheme. Clearly, any plan would have to be so framed as to prevent L.E.A.s from sabotaging it.

The inclusion of vouchers in Mrs Thatcher's surprise package suggests that something which she, herself, ostentatiously took off the agenda two years ago, has somehow crept back on. Given the monumental transitional problems involved in any scheme and the cost, transitional or otherwise, of over-coming them, something new will have to come up before this proposal is taken seriously as a general proposal for primary and secondary education. More likely, Mrs Thatcher's zealots are sniffing around the fringes - outside the 11 years of compulsory education - for candidates for privatization.

...no comment

"Sex education: who's responsible? Please write for further details to ROSE." Advertisement in the Berkshire Bulletin for a one-day conference organized by the British Society for Research on Sex Education.

UGC raises spectre of closures

by Peter Scott

The University Grants Committee could take the first steps toward closing universities next spring if the Government's public expenditure review offers no hope of an end to the downward spiral of annual 2 per cent cuts in the university grant.

If the review which is now under way in Whitehall offers no such reassurance, the UGC is likely to write to Sir Keith Joseph, the Secretary of State for Education and Science, asking him to decide within six months which universities should close.

This would preempt the conclusions of the committee's present planning exercise which are not expected before May. Universities have until November 30 to submit their proposals on research priorities, future student numbers and financial forecasts.

The UGC itself will not propose a list of doomed universities. But it will tell the Secretary of State which universities and departments must be protected in the cause of excellence. Soon after he became chairman of the UGC, Sir Peter Swinnerton Dyer

made it clear that the closure of any university would be a political decision beyond the legitimate capacity of the committee.

With a general election likely in 1987 ministers are unlikely to welcome any move by the UGC to dump such a controversial decision in their laps. The Treasury in particular may interpret it as a clever ploy to put pressure on the Government to provide more money for the universities.

But the UGC insists that the crisis point at which the closure of universities becomes inevitable is now very close. Members of the committee believe it is urgent that the successful universities should be protected against the continuous erosion of their income.

Although Sir Peter has promised that no university will lose more than 1½ per cent over the average cut as a result of the first round of the UGC's present exercise in selective research funding, its long-term consequences might be to strip some universities of general research money. This possibil-

ity was specifically endorsed in May's Green Paper.

The UGC is also anxious to clear the decks before its selectivity initiative is properly launched. Before it sets about the distribution of the diminishing university grant, it wants to know among how many institutions the grant is to be distributed. For this reason it is likely to push the Government on the issue of closures sooner rather than later.

In any case, Sir Peter is known to believe that the question of closures cannot be put off until after the next general election. By then too much damage will have been done to university standards by the continuing attrition.

Despite the remark by Mr Peter Brooke, under-secretary for higher education, that the recent Green Paper, "rolling the wicket for rationalization", the DES is unlikely to welcome Sir Peter's brisk approach. The already difficult task of drafting the promised White Paper on higher education would be further compli-

cated if it had to be done against the background of imminent university closures.

The UGC acknowledges that costs are lower in the polytechnics. But because of tenure, which prevents them from shedding staff at the necessary rate, universities, even if willing, would find it impossible to match polytechnic unit costs. So closures are regarded as the only way to protect excellence if the cuts continue.

In the months building up to these life-and-death decisions the committee is keeping a low profile. Its outside assessors, who include senior DES civil servants and Mr Christopher Ball, chairman of the board of the National Advisory Body, are to be excluded from the UGC's September residential meeting when it will discuss its response to the Green Paper.

Lord Croom, the chairman of the British National Oil Corporation and former head of the home Civil Service, has been appointed to head the Government inquiry into the role, structure and staffing of the UGC. -THESE

Lands End deaths force rethink on school trips

by Hilary Wilce

School trips are likely to be severely curbed because of the recent deaths of four boys at Lands End while on a school visit.

As a result of the tragedy, schools will have to be far more discriminating about what constitutes a genuinely educational visit. Mr David Hart, general secretary of the National Association of Head Teachers, said this week.

"Schools are going to undertake visits they are going to have to demonstrate to parents and governors that they are of really worthwhile value, in other educational, physical, or character-forming terms."

The NAHT will be discussing the issue at its next council meeting in September, and is likely to tell members that in future all the adults accompanying school journeys must be teachers.

It is also likely to revise the distinctions currently drawn between school journeys which do not involve hazardous pursuits and those that do.

"It seems necessary to draw members' attention to the fact that school journeys which do not involve hazardous pursuits such as rock climbing, can nevertheless involve hazardous situations," Mr Hart said.

These changes would make school trips more expensive and difficult to organize, he said, and would raise the whole question of whether heads and teachers would be prepared to run them.

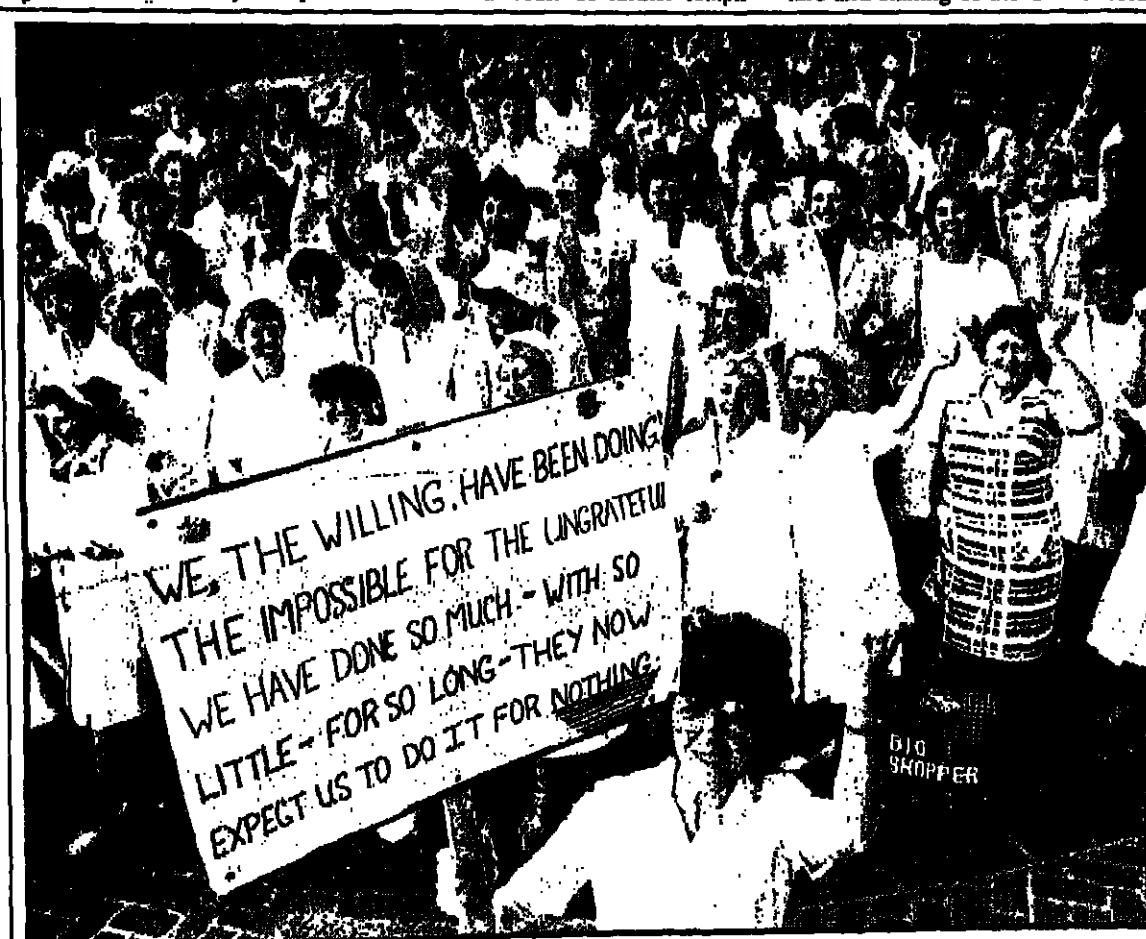
Meanwhile, primary teachers attending an in-service course at Clacton, Essex, this week rescued two boys swept off the sea wall by giant waves. They were doing field work on the beach when they saw the children being carried out from the shore. Both boys were unhurt.

Science recruits fall

Continued from page 1

ment would like to make with teachers, he said, offering them more money in exchange for agreement on a better career structure with improved promotion prospects.

He hinted that the restructuring of teachers' pay could provide an opportunity to remedy shortages by offering more attractive conditions and rewards to teachers in some subjects.



Food for thought: Hillingdon dinner ladies unite in protest

Dinner ladies serve contract warning

by Helen Glanville

Four hundred school dinner ladies stormed Hillingdon Council chamber last week to protest against a new contract of employment which would give them 1.5p extra an hour but removes their perks and holiday entitlements.

The furor follows the council's decision to terminate the dinner ladies' present five weeks' leave entitlement, holiday retainers and free meals.

Last month each of the 1000 school dinner workers received 12 weeks' notice but were invited to sign new terms of employment which would take effect from September 10. They earn £40 a week for an average five-hour day.

NUPE spokesman, Mrs Dot Deville, said: "The new contract is an absolute disgrace. The ladies have put up with so much this is the final straw."

The women planned to go back to work in September but would not sign the contracts.

Hillingdon education chairman, Mr Eddie Hales, said he regretted the new contract but it was necessary in the face of the £2.5 million cuts in education imposed on the council.

NUPE spokesman, Mrs Dot Deville, said: "The new contract is an absolute

disgrace. The ladies have put up with so much this is the final straw."

The women planned to go back to work in September but would not sign the contracts.

Hillingdon education chairman, Mr Eddie Hales, said he regretted the new contract but it was necessary in the face of the £2.5 million cuts in education imposed on the council.

NUPE spokesman, Mrs Dot Deville, said: "The new contract is an absolute

disgrace. The ladies have put up with so much this is the final straw."

The women planned to go back to work in September but would not sign the contracts.

Two new polys urged

by Biddy Passmore

The Government will probably be advised to create at least two new polytechnics as a result of preliminary decisions reached within the National Advisory Body last week.

In response to an invitation from NAB, nine local authority colleges have submitted bids for enhanced status. They are: Buckinghamshire College, Bolton Institute, Crewe and Alsager College, Derbyshire College, Dorset Institute, Ealing College, Chelmer Institute, and Humberside College. All of them have asked to be made polytechnics, and Nene College is seeking a new status equal to, but different from, universities and polytechnics.

The criteria, to be drawn up by Mr John Bevan, NAB's chairman, will cover: proportion of advanced work; range of work; quality; relative managerial independence; research and location.

The strongest contenders for polytechnic status are Humberside - whose application to the Education Secretary sparked off the exercise - and Dorset. Both have a high proportion of advanced work and serve large communities which have no nearby polytechnics. Humberside has about the same number of students - 3,400 - as Thames Polytechnic.

Other strong runners are Derbyshire, Ealing and Bolton, but Ealing's bid may be undermined because London is already over-provided with universities and polytechnics.

The study group's recommendations go to the NAB board at the end of this month and to the committee, chaired by higher education minister Mr Peter Brooke, in September.

The response of education ministers to any bids is uncertain. The DES is thought to be cautious about the idea of adding to the 30 polytechnics until the rationalization of institutions foreshadowed in the recent Green Paper has taken place.

Support for micros to be cut

by Virginia Makins

The Government is cutting back its support for development of microelectronics and computers in education.

Sir Keith Joseph has announced the Microelectronics Education Programme, due to end next March, will be replaced by a central Microelectronic Support Unit.

The new unit will run for five years. It has been allocated £2.2 million for 1986/87, and a notional £11 million over the five years. Last year MEP was allocated £5 million.

The money will go on a central information service for local authorities, support for the training of teacher trainers, the development of curriculum materials (possibly including some software) and special education.

Some £400,000 of the allocation has already been committed to maintain the four regional information centres for special education set up under MEP.

The Government is also providing some support for commercial publishers of educational software through the Department of Trade and Industry. The DTI has allocated £34 million for 1985-88 to subsidise local authority and independent school purchases of commercial software.

Subjects threat

Music and language teaching in Suffolk's middle schools are being threatened by cuts in spending, says a survey published this week by Suffolk branch of the NUT.

The National Council for Educational Standards report published earlier this month repeated earlier claims that comprehensive school exam results compare unfavourably with those of selective schools. But according to John Gray, David Jesson and Ben Jones, the NCES study has failed to solve the statistical difficulties which cast doubt on earlier findings.

The verdict is still 'not proven'

The questions addressed in the report *Standards in English Schools* are important ones. What is the extent of differences in examination results (a) between i.e.s. and (b) between schools?

What are the effects of educational expenditures on examination results? And what benefits or losses have accrued as a result of comprehensive reorganization?

In addition to this latest contribution from the National Council for Educational Standards (NCES) no fewer than five studies in the last two years have looked at aspects of these questions. They have included: Rodney Lord's *Value for Money*; two *Statistical Bulletins* from the DES; the first NCES report by the authors of the present report, John Marks and Maciej Pomian-Szednicki (MPS) with Baroness Cox; and a special issue of the *Oxford Review of Education*.

This second NCES study does not pretend to cover much new ground. Rather its concern is to re-examine and take account of earlier criticism. As a result, it retains the same basic structure of sections and tables as the earlier work, and, indeed, repeats whole paragraphs and sentences verbatim.

One important criticism levelled at the first report was that the sample was not representative of all i.e.s. What ever the rights and wrongs of the first sample one would have expected a sustained demonstration that the second sample of 57 i.e.s. was representative of the 96 English i.e.s. To be more precise, one would have expected, given their reported findings, MPS to show that their sample was representative (a) of i.e.s. categorized according to low social class; (b) according to high social class; (c) with respect to the percentages of pupils in each i.e.s. in grammar schools.

In fact, MPS present direct evidence only on the first of these three key variables. This evidence suggests that their sample is short of i.e.s. serving more socially disadvantaged areas and this deficiency is likely to have had a

biasing effect on their results.

That i.e.s. differ in their effectiveness is widely recognized, but by how much? A second criticism of the earlier study was that the grouping of i.e.s. into three broad categories, according to the percentages in "low" social classes, placed i.e.s. with very different characteristics alongside each other and considerably overstated the range of differences between i.e.s. in their apparent effectiveness.

The present study retains the earlier groupings and fails to use the appropriate procedures employed in other studies, where differences between i.e.s. in their levels of social advantage as well as disadvantage have been taken into account. As a direct result, the study continues to present an exaggerated picture of the probable range of differences between i.e.s.

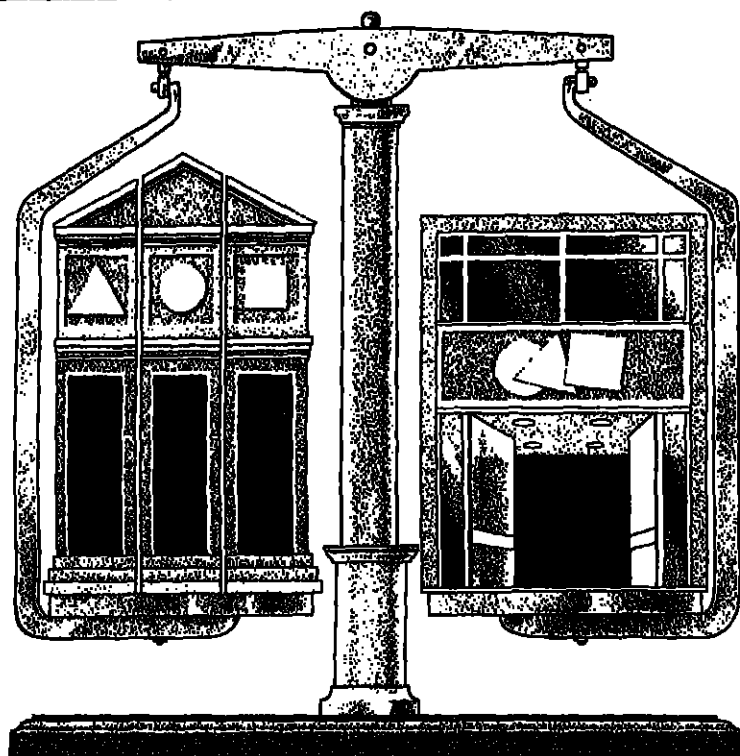
A similar criticism was made with respect to differences between schools. The present study repeats the conclusion that comprehensive schools within the same i.e.s. may differ by up to four times in the proportions of pupils reaching specified levels of attainment. However, in the absence of any information whatsoever about differences in the intakes to these schools, it is difficult to know what to make of this finding. If, as MPS themselves conclude, differences in social composition are the single major explanation of differences between the results of i.e.s. (accounting for up to 80 per cent of the total variation), then surely this finding applies equally to differences between schools as well?

Other studies have shown this to be the case. The failure to take any systematic account of such factors in presenting results at school level seems both curious and sensationalizing. The consequence, again, is that differences between schools and their apparent effectiveness are overstated to a very considerable extent.

In brief, this NCES study does little or nothing to improve our understanding of the differences in schools' and i.e.s. results that are potentially the function of their effectiveness as institutions rather than a function of their intakes.

Both NCES studies report that educational expenditures did not appear to relate strongly to educational outcomes as measured by examination results. The reasons for this counter-intuitive finding are now better understood by researchers than they were two years ago. Quite simply, the underlying relationships between expenditure and performance do not conform to the technical requirements of the statistical techniques (correlation and regression) that MPS and others have employed.

The relationship between the social class of an i.e.s. and its expenditure is U-shaped. I.e.s. serving socially disadvantaged areas often spend a lot on education; so do i.e.s. serving socially advantaged areas. At the same time there is a strong underlying relationship between exam results and social class: the advantaged areas do better. When the two relationships are superimposed on each other we find that there is a very strong relationship indeed



between expenditure and performance in socially advantaged areas - the more they spend the better the results seem to be. But in socially disadvantaged i.e.s. the converse seems to be the case; it is almost certainly because the i.e.s. serving these latter areas have other objectives for their expenditure apart from or alongside those of maximizing O level performance. MPS do not consider these at all.

The attainment of performance levels not recognized in O level statistics is an important feature of many children's education. Grade 4 CSE is defined as the grade of pass awarded to the average pupil. This is why it is important to use measures of examination results that are appropriate.

MPS offer two measures: OCI passes which they describe as "a useful measure of the attainment of the whole ability range taking both GCE and CSE examinations. While they use a tally of OC points to indicate the attainment of the whole ability range taking both GCE and CSE examinations.

All the other studies referred to have shown how important it is to take account of the levels of social advantage in i.e.s. as well as disadvantage. The present study now does the same and incorporates a measure of "high" social class. In addition, it attempts to make some allowance for the fact that its measures of i.e.s. social composition include pupils in independent schools whose examination results are not included in the same i.e.s. exam results. Unfortunately, interpretation of this "corrected" high social class measure is made problematic by virtue of a simple arithmetical error in its calculation.

Bearing in mind this problem, the relevant evidence is set out in table 13. This shows that when differences in i.e.s. social composition have been taken into account and the full range of pupils' exam performance is considered (OC points), the percentage of pupils in grammar schools (MPS's selectivity variable) makes no difference at all. It seems curious that the

text makes no mention whatsoever of this important finding.

What MPS emphasize is that pupils in i.e.s. with higher percentages of pupils in grammar schools obtain, on average, slightly more OCI passes each; as MPS themselves admit this is not a particularly useful measure when considering the whole ability range.

MPS make a good deal of the fact that this latter finding emerges more strongly when they weight this data to take account of differences in the sizes of different i.e.s., although they say very little about how they did this. In particular, they emphasize that their finding in relation to "selectivity" becomes statistically significant.

Unfortunately, there appears to be a serious error in the way they have computed their tests of statistical significance for the weighted data. They report having had many more degrees of freedom than they had cases in the data! Again, this is a curious and highly unusual approach; one would normally expect more explanation when standard statistical procedures are put aside.

We also need to ask what it is that the MPS selectivity variable is actually measuring. When we included a variable in their equations which described whether an i.e.s.'s schools were organized on fully selective or fully comprehensive lines, we found it added absolutely nothing to the explanation of differences. Since most progress to date in explaining differences in results between i.e.s. has resulted from improvements in the measurement of i.e.s. social characteristics, we wonder whether the percentages of pupils remaining in grammar schools is not, in fact, a further unrecognized feature of social composition? Evidence from other analyses suggests it might be so, and MPS do nothing to remove this doubt.

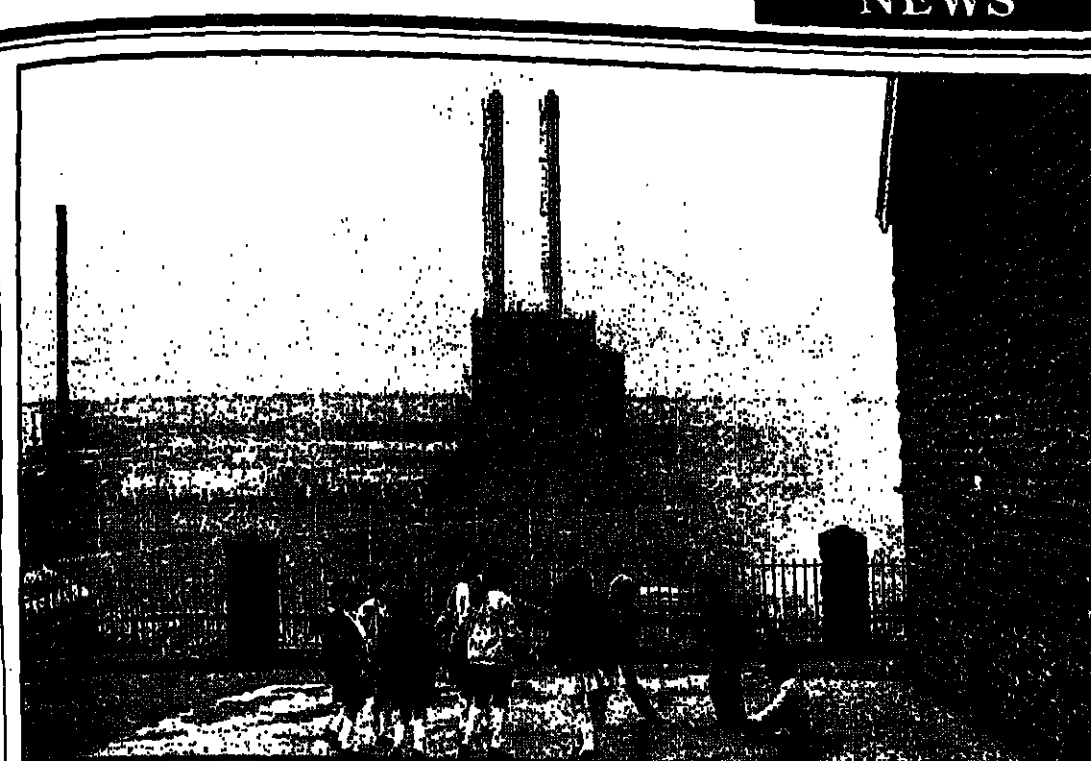
The difficulties MPS have encountered have already been recognized by other researchers and policy-makers. At a conference held six weeks ago on the issue of how to measure i.e.s. performance, it was widely recognized that a crucial juncture had been reached. The data currently available on a national basis for comparing schools and i.e.s. are not adequate for the burdens they are being asked to carry. They are too crude; they are aggregated at too high a level; and data on the progress of individual pupils are required, if appropriate methodological advances are to be made.

The questions raised by NCES were recognized as important but further and better research was called for. Such research would need to scrutinize all the hypotheses that have been identified to date and not just the concerns of any one group.

Standards in English Schools: Second Report, by John Marks and Maciej Pomian-Szednicki, available from the National Council for Educational Standards, 3 Arnelan House, Slough Lane, Kingsbury, London NW9, £5.95.

2 Copies of the conference report *Can Education Account for Itself?* are available from the authors of this article.

John Gray is reader in education and David Jesson is a lecturer in education at Sheffield University. Ben Jones is a research fellow on the Context Project.



Parents fail to save primary

The smallest school in South Wales has closed. Tyllwyn primary in the shadow of the Ebbw Vale steel works had nine pupils and Gwent County Council said they could be transferred to a nearby school.

But local parents, with the support of local MP, Mr Michael Foot, campaigned against the decision saying that the closure would remove the main focus of village life in Tyllwyn.

The school opened in 1897 with 50 children but by 1925 there were more than 250 pupils crammed into its three classrooms.

The number of children has gradually dropped over recent years coinciding with the decline of the heavy steel industry in Ebbw Vale.

Picture: Barbara Hetherington

Parents take on i.e.s. over intake

by Hilary Wilce

Angry parents are taking legal action against Birmingham education authority in an attempt to block plans to reduce the pupil intake to a popular Sutton Coldfield school.

The parents say the authority has failed to comply with proper procedures because it has not posted notices of its intention to reduce pupil numbers from this September.

The i.e.s. claims this was not necessary because permission was given under a reorganization scheme for Sutton Coldfield approved by the Education Secretary in 1983.

However, the parents say that the current plans differ from the 1983 proposals, and that the full procedures must therefore be started again.

Labour-controlled Birmingham plans to reduce the intake at Fairfax School from 210 to 150, and to take temporary accommodation out of use. It also plans to adjust intakes to neighbouring schools and to close two other schools, Boldmere and Riland-Bedford, and to open a new school on the Riland-Bedford site.

This year, 237 children applied for the 150 places at Fairfax, and 82 of those refused places have appealed. The appeals are being heard this week and next.

The disappointed parents and members of the school's parents' association have taken out a writ against the i.e.s. and have applied for an injunction to stop the intake cut. The case is to be heard before a judge in chambers on Monday.

Mr Bob O'Donnell, for the parents, said that although the authority said it had spent £18,500 on temporary accommodation at the school last year, a spokesman for Birmingham i.e.s. said it would be contesting the parents' action.

IN BRIEF

Funeral row

Governors of a Malden secondary school are supporting a teacher who lost a day's wages for attending a family funeral. Mr Alan Hynward, head of science at Oldborough Manor High, had a day's pay deducted because he went to his father-in-law's funeral.

At a recent meeting the governors recommended that the county's provisions for funeral leave be extended to include those of in-laws and grandparents. The Education Authority is currently looking into these provisions.

Brent head battle

The headship of Maloree's primary school in the London borough of Brent is still in doubt following a decision by the education committee to defer the matter to a full council meeting on July 31.

Labour councillors protested at the appointment of Mrs Pam Thomas, the present deputy head of the school, to the post instead of Mr Kenneth Gaw, at present deputy head of a West London school. Local ethnic minority groups have joined Labour councillors in the controversy, alleging that Mr Gaw was discriminated against because he is of Chinese origin.

Arsonist jailed

A man voted "top teacher" in a local newspaper competition was jailed at Chelmsford Crown Court last week for four years after admitting two charges of arson and one of attempted arson. Duncan McAndrew, 38, married, of Layer-de-la-Haye, Colchester, also asked for three other offences to be considered. All the offences except one were committed against Eight Ash Green primary school near Colchester where he had taught since 1972.

Churches 'silent' on threat to voluntaries

The "complacent silence" of the churches in the face of a Labour threat to voluntary schools has been criticized by Mr Bob Dunn, education junior minister.

The Socialist Educational Association - "Labour's think tank" on education policy - had recently published proposals to create a single, secular state schooling system, and to abolish religious assemblies, yet the churches had said nothing, he told *Darford Conservatives*.

"It may be," he remarked, "that the churches have not protested... because they think the chances of there being a Labour Government are too remote. However, I still think it is highly dangerous to let such damaging policy statements pass without so much as a whimper." Would the churches stand up to East European-type socialism, he asked.

Mr Dunn took the opportunity to reiterate Conservative support for the dual system of county and voluntary schools, and stated that the Government was keeping the legal requirement to provide religious education and assemblies. "I would prefer that more schools were voluntary schools," he added.

The schools minister was referring to a document approved as "a basis for policy" at last month's annual conference of the SEA. The document, which says that integration of church schools should be implemented by agreement, not compulsion, may be substantially amended at a special conference in October.

Loans dropped

Sir Keith Joseph told the Commons last week that he was considering publishing a consultative paper on student support in which loans would not feature as an option. His statement followed the Cabinet's rejection of his loans proposals as too politically risky.

had spent three full years in this country was entitled to a full grant. Most local authorities had been refusing to give grants to foreign-born students on the grounds that they were not "ordinarily resident" in Britain.

After the decision, Sir Keith Joseph advised i.e.s. to reconsider cases going back to 1979, but this informal cut-off date has been rendered invalid by the recent case.

Hertfordshire was ordered to reconsider its refusal to give a grant to a student going to Leeds University, and Sutton to review the case of a student who went to Preston Polytechnic. Both authorities were ordered to pay legal costs.

Almost 2,300 students made claims following the 1982 ruling, and £12.75 million was paid out, but it is not known how many former students might want to make claims.

Following its decision to ban students from studying at private colleges in the United Kingdom, Nigeria has now said it will no longer fund or approve foreign exchange for Nigerians wanting to take undergraduate courses abroad.

Students from Spain and Portugal studying in the UK will be entitled to pay the same fees as home students from January 1986 when both countries join the EEC. About 350 students from the two countries are studying at British universities and colleges.

Centre for Policy Studies claims criteria threaten to lower standards and hold back able pupils

'Think tank' attacks new 16-plus exam guidelines

by Biddy Passmore

National guidelines for the new 16-plus exam threaten to lower standards, according to a critique published last week by the Centre for Policy Studies, the right-wing "think tank".

The centre's education study group, which is chaired by Lady (Caroline) Cox, says the general criteria give far too much weight to coursework, do not argue the case for common elements for pupils of different ability and encourage schools to believe the "dangerous nonsense" that the now exam will be for a wider ability range.

It also accuses the Government of giving the go-ahead for the exam without providing the money that will be needed for more internal assessment, new textbooks and extra in-service training.

As for the criteria dealing with specific subjects, the centre says they vary from "down-to-earth and helpful" (maths and economics) to "vague, cliché-ridden and meretricious" (home economics).

Attempts to define the standard required for grades C and F are largely meaningless, the group says. Where they have any meaning, there is an indication that standards are being lowered.

The group is especially critical of the heavy reliance the guidelines place on assessment of coursework, arguing that this ignores "the inherent inpropriety of being both teacher and examiner".

It notes that in some subjects, such as English literature, all the marks can come from coursework, while a limit is set on those from formal examining. "If an upper limit is to be set on any element in the examination it should surely be on coursework and not, as is the case with these two subjects, on

formal examining," the commentary says.

The group expresses fears that a common element in the papers will hold back more able pupils and reduce the exam's reliability.

And it says the authors of the guidelines "grossly underestimate" the difficulty of moving from norm to criterion-referencing (that is, from relative to something more like absolute standards).

The guidelines contain in some places "an almost open invitation to schools immediately to increase the proportion of their pupils entering for the examination", the group states, claiming that this could lead to the standards for the various grades being set too low.

The commentary says that attempts to define the standards required for grades C and F - roughly equivalent to the present O level "pass" mark and CSE grade 4 - highlight the difficulties of the new system. "Until we are told the difference between the ability to do 'X' and 'some ability to do X', they are meaningless."

Where the guidelines attempt to describe content, they indicate that the standards required will be lower than at present, according to the group. It notes, for instance, that chemistry grade C pupils will only be expected to "perform numerical calculations on which guidance on the method of solution is provided" and contrasts this with the current O level requirements.

The centre also points to unacceptable differences between subjects. The proportion of marks allocated to "knowledge and understanding" ranges from a maximum of 40 per cent in economics to 70-90 per cent in religious studies, it says.

It recommends that the following educational objective be incorporated into all syllabuses: "To acquire and develop the ability to distinguish between factual-type statements and value-statements, and further in relation to factual-type statements to distinguish between hard evidence and unverified opinion."

The group is sarcastic about the religious studies guidelines it questions the value of studying the Hindu belief in Karma and Samasara as a way of raising the question of life after death in Kettering and Salford.

The guidelines on geography are described as "quite overtly political" because of their emphasis on inequalities and conflict.

● The Secondary Examinations Council confirmed last week that it has set aside up to £450,000 for the in-service training of teachers involved with the General Certificate of Secondary Education.

But a letter to the exam boards from Sir Wilfred Cockcroft, SEC chairman, stressed that the council would be keeping tight control of how the money was spent.

He told the secretaries of the GCE and CSE boards, which will form examining groups for the new exam, that the money had been divided into two parts: £250,000 available before March 31, 1986 and £200,000 from April 1, 1986.

In each case, the SEC will give the examining group only half of its allocation initially and will not pay the balance until it has received a certificate the following March proving that all the money is actually being spent on the purpose for which it was allocated.

Truancy up in strike schools

by Richard Garner

Increased truancy and hampered GCE work are reported in secondary schools hit by the teachers' industrial action.

The first detailed study of the impact of the pay dispute shows a growth in truancy in more than half the schools surveyed. Nearly half say that preparatory work for GCE exams was affected.

The survey, carried out by the Secondary Heads' Association and covering 2,532 secondary schools, said that 57 per cent had reported truancy and 73 per cent absence because of strikes.

Particular concern was expressed about increased truancy in the afternoon and about changed parental attitudes, it adds. "Though some schools have been hit by individual pupils, the overall picture is one of a significant increase in truancy and absence."

few if any support industrial action... in one school after a half-day strike only 25 per cent (of pupils) attended."

The survey also revealed that suspension of pupils had increased in some schools - and that there was concern for teachers' morale "in many areas".

The effect on the curriculum was felt to be "very severe" - with preparatory work for examinations affected in nearly half the schools surveyed.

Forty-eight per cent found preparatory work for GCE exams affected, 35 per cent found difficulty with pupil records, 27 per cent had difficulties with other forms of pupils' assessment and 21 per cent had problems with yearly or annual exams, it added.

"Pupil development by extra-curricular activities was obviously much affected, for example games 62 per cent, music 46 per cent, drama 40 per cent. One-day visits (43 per cent) and post-term programmes (22 per cent). Residential experiences (20 per cent), projects (11 per cent) and only overseas journeys were not seriously affected (4 per cent)."

The survey covered independent schools as well - and found that pay rises of between 4 and 7 per cent had been made on account by governors to their teachers. Few reported any effects of industrial action - although sports fixtures against maintained schools had been cancelled.

The survey also showed that 8 per cent of maintained schools reported more people choosing independent schools for their children at 11-plus.

NEWS

L.e.a. 'unfair to parents'

by Biddy Passmore

A local Ombudsman has once again found a local education authority guilty of maladministration because its admission appeals procedure put the authority's policy before the parents' right to choose a school.

Mr Pat Cook has criticized Humber-side County Council because neither the council nor its appeal committee attempted to prove that admitting one extra pupil to a school would prejudice the provision of education or the efficient use of resources - the main "let-out clause" in the 1980 Act for rejecting a parent's application.

The chairman of the committee had said parents were "on a hiding to nothing" because appeals would normally be turned down if admitting a child meant exceeding the planned limit for that school, Mr Cook reports.

Moreover, the committee heard the parents' case first, giving the impression that it was up to the parents rather than the authority to prove their case, Mr Cook remarks.

He says the parents suffered injustice and should have their appeal heard again, before a committee differently constituted.

The parents' appeal was heard in June 1984, just after a High Court judge ruled that an appeal committee should first establish if admitting the child to the desired school would actually cause prejudice before deciding if this should outweigh the factors raised by the parents. The Association of County Councils then asked member authorities to revise their procedures to reflect this change of emphasis and Humber-side has now done so.



Foreign students... flood of money?

Top people's awards stiffen NUT resolve

by Richard Garner

A hardening of the National Union of Teachers' line in pay negotiations after the Government's salaries award to top public servants appeared this week to have put paid to any further talks to solve the dispute before the autumn.

As a result of the award to top civil servants, judges and senior officers in the Armed Forces, the pay of Sir David Hamecock, Permanent Secretary at the Department of Education and Science, will increase by a total of 32 per cent to £60,000 a year by next March.

Up until the award - announced last Thursday, the chances of resuming negotiations on teachers' pay in the Burnham committee had looked brighter.

Four teachers' unions, led by the National Association of Schoolmasters/Union of Women Teachers, had persuaded the NUT, which has an inbuilt majority on the teachers' side in negotiations, to meet again to review the situation this week.

Private talks between Mr Fred Smithies, general secretary of the NAS/UTW, and Mr John Pearman, leader of the employers' side at the time, had led the union leader to believe the authorities would consider an improvement to their informal offer - and allow scale three to be merged with scales one and two of the teaching pay scales.

This would allow a further 70,000 teachers trapped at the top of scale two to receive an automatic extra increment of £300, and would mean that in future teachers could move up the pay scales to £11,000-plus a year before meeting a barrier to progress.

In addition, it had become clear that the employers could well be willing to go to arbitration on an informal offer of 5 per cent or £480 - whichever was the greater - backdated to April, and a further 2 per cent later in the year.

However, at Tuesday's teachers' panel meeting, the NUT pushed through a motion which said the negotiations only if the employers came up with a "significantly improved offer" in the light of the top public servants' pay award.

The panel reiterated the four-point plan - agreed at last week's abortive Burnham meeting by the teachers - which committed teachers to seeking at least 6.9 per cent on the salaries bill (the increase in the retail price index), and at least 7.5 per cent extra for every teacher by the end of the financial year (to stop any erosion of their pay in comparison with other white-collar workers).

It also called for an element to be included in the settlement to restore teachers' pay - acknowledging this might need a joint approach from the two sides to Sir Keith Joseph, the Education Secretary, for extra cash - and a commitment for the future to move further towards the levels of pay set by the Houghton inquiry in 1974.

It became clear after Tuesday's 31-hour teachers' panel meeting that the NUT's interpretation of the last two points had hardened.

Mr Fred Jarvis, the NUT general secretary and leader of the teachers' side, said: "I want to make it clear that the 6.9 per cent figure is only one element of the four. To say that because of that figure that the gap is only 0.7 per cent is to misrepresent the position of the teachers' panel."

"In the light of the top people's award, clearly our resolve to pursue our claim has increased."

An attempt by the Assistant Masters and Mistresses Association - backed by the Secondary Heads Association - to delete the word "significantly" from the motion failed.

Both Mr Smithies and Mr David

Hart, general secretary of the National Association of Head Teachers, felt the NUT's line had scuppered the chance of resumed negotiations before the autumn term, and signalled that they would be prepared to accept an interim settlement for 1985 on the four-point statement (6.9 per cent on the salaries bill giving an end-of-year rise of at least 7.5 per cent).

Mr Smithies said: "The NUT amendment has the effect - I believe - that no one on our side has any right to expect that there will be an early meeting of the Burnham committee."

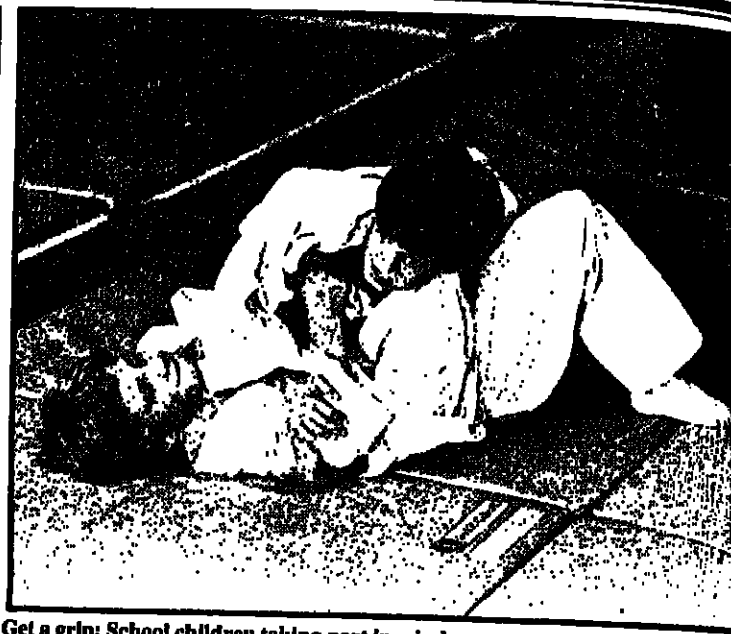
He added: "We have been saying for some time that the circumstances of 1985 had to be that the outcome had to be considered an interim settlement. It is not real politics to believe that the problems of teachers can be sorted out this year."

It was "conceivable that we shall still be fighting the 1985 pay problem in 1986. It is in the bounds of possibility that we shall still be doing the same thing in 1987."

Later, Mr Jarvis rejected any suggestion that the NUT had "slammed the door on negotiations," adding that he found it astonishing in the light of top public servants' pay awards that some teachers' organisations should abandon two of the four points in the statement.

He said the four-point plan was "totally in line" with statements agreed between the NUT and a majority of local education authorities.

Mr Hart gave a warning that disruption next term by teachers' unions would have an increased effect on schools. "Our members have indicated increasingly that they are not prepared to keep the schools open at lunchtime and not prepared to cover classes."



Get a grip: School children taking part in a judo course at the Summer School for Sport at London's Henry Thornton School. This is the tenth year running that the Henry Thornton Youth Centre and the Lambeth Recreation Department have worked together to provide sporting courses, including swimming, gymnastics, tennis and keep fit for adults, for children during the summer holidays.

Photo: Martin May

HMI call to ease language exam bias

A picture of well-qualified teachers and conscientious students doing too much exam-focussed work and not enough speaking and reading emerges from a report by Her Majesty's Inspectors on modern languages in the sixth form.

In most of the 43 sixth forms visited, modern languages departments had no written scheme of work for A level and there was little evidence of departmental planning or agreed policies. In these circumstances, it is hardly surprising that the A level syllabus was the greatest influence on teaching, they remark.

The inspectors found the general quality of work "more than adequate" in nearly three-quarters of the sixth forms and "distinctly good" in about a third of these. The proportion judged "distinctly good" rose to nearly half when the sole criterion was their effectiveness in preparing for exams.

Yet it was characteristic of schools where quality of work was high not to allow exams to dictate their working methods, the inspectors say.

The survey, carried out between January 1983 and April 1984, covered 11 sixth form colleges, 25 comprehensive schools, three grammar and four independent schools, all of which had a relatively high take-up of modern languages. Examples of good work were found in sixth forms of all types and sizes.

The inspectors say the traditional division of A level work into language

and literature needs rethinking, even within the constraints of the current A level syllabus.

They also recommend much more emphasis on reading skills, praising departments where students take a course of wider reading before plunging into set texts.

An immediate assault upon great literature by means of line by line translation and dictated notes is unhelpful if not soul-destroying, the report says. "Attention to literary detail can be enriching, but laborious work on vocabulary is often more drudgery."

The inspectors also commend teaching in the target language. There is little need to use English, they say, and students appear to be more motivated where the foreign language is used. Yet only half of the schools surveyed had a policy of using foreign language in all language classes and very few used it for teaching literature.

Simply lecturing students in the language is not enough, the inspectors stress. Teachers should also encourage students to use it themselves - and the best opportunities for doing that, as well as engaging students' interest, lie in topic work.

In well over a third of the sixth forms in the survey there was no provision other than A level for students to carry on with a modern language in which they had achieved good O level grades. This constitutes a serious wastage of earlier work, the inspectors say.

Survey extension urged

The APU consultative committee is to recommend to ministers that work on the national survey of pupils' performance in modern languages should continue until at least December 1986, Biddy Passmore writes.

The DES recently wrote to the National Foundation for Educational Research, which is conducting the

survey on behalf of the department's Assessment of Performance Unit, to say that funding would stop next March. The modern languages survey is the only one in the APU's national series to stop after three years. The others - in English language, maths and science - are all running for five years.

of £20 million or 3 per cent above the general level of inflation in 1985-86. On that basis, plans to increase the science budget from £599 million in 1986-87 to £629 million in 1988-89 would not be enough.

The report says it considers there would be merit in establishing a single Ministry of Science and Technology, although it adds that it believes the main priority should be funding.

The science budget should be protected from some costs which could be borne by other departments it says. For instance, superannuation costs of research council staff could be borne from a separate vote from the Department of Education and Science, while the Foreign and Commonwealth Office could meet the cost of international scientific subscriptions.

The report says the all-party committee of MPs was "particularly concerned by evidence from a number of distinguished scientist witnesses that the future of scientific research in the United Kingdom was at risk."

It cites evidence which shows that research councils faced increased costs

The DES dispels growing myth

by Biddy Passmore

Teachers who feel cowed by the height of their pupils might be surprised to learn that schoolchildren are no taller for their age today than their counterparts 10 or 15 years ago.

A study commissioned by the DES has found no evidence that children are still getting taller and maturing earlier as they did for 100 years up to the 1950s.

This finding is contained in a new DES bulletin, aimed at designers of furniture and equipment for schools and colleges, which gives detailed body measurements for children aged three to 18. The measurements stem from a survey of 15,000 children in 1970-71 and as children are no longer getting taller, the Department says they are still valid.

The bulletin says a typical human being increases in overall bodily length by between three and four times from birth to maturity and by around 20 times in weight.

By the age of three - when these changes start to interest the designers of nursery furniture and equipment - the average boy or girl has reached more than half of his or her adult height.

Growth is not steady. Children grow relatively slowly during the early school years before putting on a spurt around the time of puberty which is at its greatest at around 12 in girls and 14 in boys. The rate of growth then declines steadily as they approach adult height - at about aged 16 in girls and 18 in boys.

The proportions of the body also change. The trunk and head account for some 70 per cent of stature at birth but only just over half (52 per cent) of stature in the adult, the legs growing more rapidly than the trunk, especially during the adolescent years.

Some of the tables in the bulletin include a reminder that adjustments must be made for clothing and shoes. "Clearly," it says, "heels of fashion shoes vary considerably." It recommends that 25mm (about 1") be added to dimensions affected by heel height for boys and young girls, and 45mm (about 1 7/8") for older girls.

Body Dimensions of the UK School Population, Building Bulletin No. 62, published by the Architects and Building Group of the DES, available from HMSO, price £3.95.

Cash cuts 'hit research'

Cuts in funding which cause job insecurity are damaging to university research work, according to a pamphlet just out.

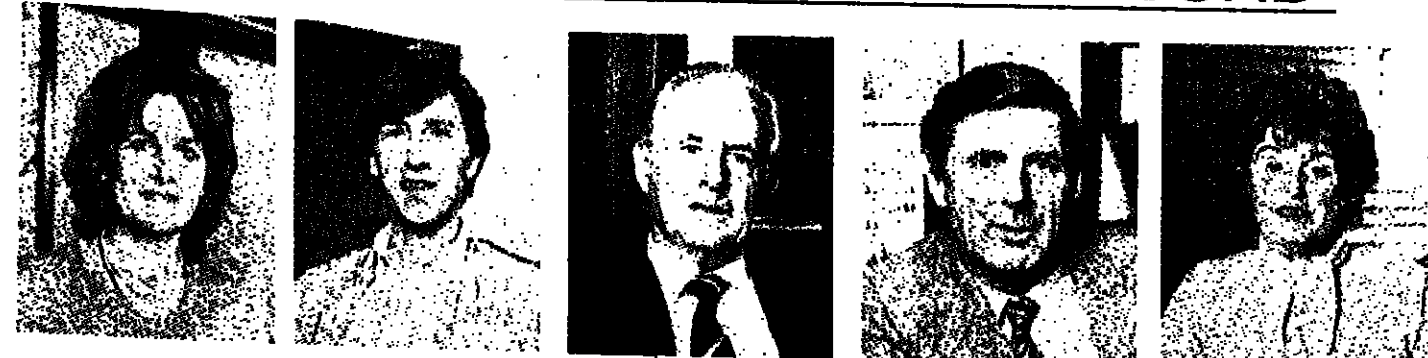
It says a quarter of academic staff in universities have no career structure, are paid on sub-professional salaries and are employed on non-renewable contracts sometimes lasting only three months.

Such staff are employed on vital work like cancer research, computer design, microelectronics and biotechnology.

The pamphlet says: "The conditions of extreme insecurity under which many of these staff work are highly unfavourable to good scientific research. They are hardly established in post when they are forced to begin shovelling their energies to looking for the next job."

The pamphlet *The Universities and British Research Effort*, published by the Alliance for Science - made up of three unions, the Association of Scientists, Technical and Managerial Staffs, and Institution of University Teachers - says that the 10 per cent cut in university research finance since 1980 has had a "devastating" effect.

THE STEWARDSHIP UNIT TRUST AND FUND



"It would be nice to know I was contributing towards good employment."

"I like to think my money would benefit the community in some way."

"Overseas investments should be in companies with exemplary records of conduct."

"I'd prefer to invest in companies that took a responsible attitude towards ecology."

"I would want my money invested in worthwhile products and services."

The acceptable faces of capitalism

40.7% growth in the first year.

Friends' Provident set up The Stewardship Unit Trust a little over a year ago to offer an investment opportunity to those who are concerned about how their money is employed. In particular, to know that it was not being used to support activities with which they strongly disagreed. Shrewd and sound investment management of the Trust has resulted in a highly successful first year performance. In the year to 1st June 1985, the growth in the offer price of Distribution Units was 40.7%, outperforming the Financial Times Actuaries All-Share Index at 29.4%. The Accumulation Units with a growth of 43.2% also exceeded the Index adjusted for net dividend income at 33.6%. During that time investments in the Trust have grown to over £4 million, confirming the need for this type of investment.

If you would like further information please telephone Simon Goddard on (0306) 885055. Alternatively, post the coupon below or consult your professional adviser.

THE STEWARDSHIP UNIT TRUST

FREEPOST
Stewardship Dept. (DM).
Friends' Provident Life Office,
Dorking, Surrey RH4 1BR.
Please forward me further information and application form.

Name _____

Address _____

Postcode _____

Tel No: _____

FREEPOST - no stamp required.



Friends' Provident
A member of the Life Offices' Association

Revised

'Extras' for September-December

Sept

- 6 Travel
- 13 Special Needs
- 20 Science
- 27 Travel

Oct

- 4 Modern Language Teaching
- 11 Mathematics
- 18 Craft Design & Technology
- 25 Computers in Education

Nov

- 1 Primary Education
- 8 English
- 15 Children's Books III
- 22 Video & Broadcasting
- 29 History & Classics

Dec

- 6 Geography
- 13 Religious Education

For details of Advertising in any of the above please contact

JOHN LADBROOK on 01-253 3000

Chief officers dig in over 14%

The top people's pay awards are likely to harden the resolve of chief education officers, who are meeting local authority employers today in a new attempt to reach a settlement over their 14 per cent pay claim.

Negotiations broke down on July 3. This week a spokesman for the officers' side said the awards of up to 46 per cent for top civil servants, judges and

generals would strengthen their case. "It underlines our view that our claim is moderate and reasonable. We have been saying officers should be paid more for the health of the service for a long time."

"Chief officers' expectations will have been raised. It will now be a much harder task to persuade our side to move to a settlement."

The award is already nearly a month overdue. There is a possibility both sides may seek arbitration as a result of today's talks.

The officers and their deputies are asking for a 7 per cent pay increase, a 7 per cent "catching up" element to restore salary erosion, payment for evening work and merit pay for proven ability.

Spend more on science, say MPs

Government spending on the science budget over the next few years should increase by at least 3 per cent more than the rate of inflation, says the Commons Select Committee on education, science and the arts, Richard Garner writes.

In a report published yesterday on the future of the science budget it warns the Government that it will not achieve its aim of maintaining the level of scientific research without more cash.

It cites evidence which shows that research councils faced increased costs

Mike Durham reports from the Council of Local Education Authorities' conference in Loughborough

Top people's pay award is condemned

The Government's handling of teachers' pay, especially in the light of the top people's pay awards, came under strong attack from all sides at the CLEA conference last week.

An emergency resolution expressing the "gravest discontent" at the size of the public sector awards to senior personnel, such as judges and civil servants, was overwhelmingly passed in a special debate the day after the announcement was made.

The resolution condemning the Government was proposed by a Conservative, Mr Brian Sans, education chairman of Bedfordshire, and seconded by the Tory education chairman of Suffolk, Mrs Mavis Peart.

It read: "This conference expresses to Her Majesty's Government its gravest discontent at the magnitude of the awards made to top people, and as to the insensitive action of the Government."

An Alliance call for the Education Secretary to resign was withdrawn in the interests of unanimity as it was felt many Conservatives could not have voted for it. In the event, the resolution was carried by 55 votes to 3.

However, Sir Keith Joseph later faced an angry call for his Government's resignation from Labour's Mrs Josie Farrington, in the course of a heated exchange on teachers' pay.

Mr Philip Meridale, Conservative chairman of CLEA, opened a question-and-answer session with the Education Secretary by asking if he could reconcile the top people's awards with Government restraints on local authority spending.

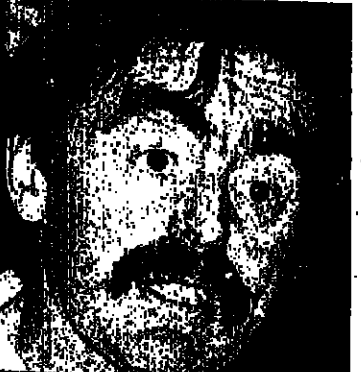
Sir Keith replied: "Yes, completely," which brought cries of "shame". He said the Government was seeking to do "exactly the same" for top people and teachers.

The object was in both cases to "recruit, retain and motivate people of the right quality," Sir Keith insisted. Teachers were being offered more money in return for an affordable bargain on pay and conditions.

	Salaries currently in payment	Salaries net 1 July 1985	Salaries net 1 March 1986	% Increase by March 1986	Numbers in post
Senior grades of the higher Civil Service					
Head of Home Civil Service	51,250	63,125	75,000	46.3	1
Permanent Secretary to the Treasury	51,250	60,625	70,000	36.6	1
Secretary of the Cabinet	51,250	60,625	70,000	36.6	1
Permanent Secretary	42,000	48,500	55,000	31.8	22
Second Permanent Secretary					
Deputy Secretary on promotion	36,500	38,250	40,000	9.6	126
Under Secretary on promotion					
after 1 year in grade		36,250	42,000	15.1	
after 1 year in grade	28,500	30,975	31,000	6.1	
after 2 years in grade		31,000	32,500	10.2	
Teachers' salaries					
Headteacher, largest comprehensive	22,941		34,000	15.3	498
Average classroom teacher	9,208				
Teacher, Scale 1, point 4*	6,252				

* Average salary excluding headteachers and deputies
* Lowest entry figure for honours graduates

More cash sought for Special needs



Geoff Driver

The increasing likelihood of court action by groups of parents over the 1981 Special Education Act led the conference to demand more money from the Government for its implementation, along with a support programme.

Mr Geoff Driver, Leeds education chairman, said court action was bound to ensue from frustrated parents who were aware of their entitlements under the Act. "It will inevitably lead to court action involving all our authorities."

"During the past year we have all been tooling up for the statementing exercise. Many of us now know that the demands being made on our resources are increasing faster than the money we are able to make

Appraisal key to career growth

Systematic appraisal of teachers is a "key instrument" in career development of the profession and improving the quality of schools, Sir Keith Joseph told the conference.

He reiterated his view that only through appraisal could the standard of education be raised, while at the same time promotion prospects for classroom teachers be improved.

"I see it as a key instrument for harnessing the professionalism of teachers, helping them to realize their potential and develop their careers," Sir Keith said. It would also improve teacher quality and school management.

He welcomed the Graham Report

on teacher appraisal. It emphasized the value to children's education, firmly placed the responsibility on I.e.a.s, and recognized its importance for career development.

It also accepted a logical progression from staff development to pay-related purposes without, Sir Keith said, "an acceptance of the concept of merit pay."

He promised that the Government would seek an early opportunity to legislate for teacher appraisal, though whether the power was actually used would depend on the level of voluntary cooperation made in the meantime.

Sir Keith's comments came in a wide-ranging speech on teacher de-

ployment, initial and in-service training, and the future of non-advanced further education (NAFE).

Sir Keith said he looked forward to progress on better deployment of teachers and further rationalization of initial training. The system was already responding positively to the new course accreditation body, CATE.

On non-advanced FE, Sir Keith urged I.e.a.s to adopt a sophisticated approach to marketing their courses. "Deeply entrenched customs and practices are inevitably brought into question," He welcomed the new agreement hammered out between I.e.a.s and the MSC on provision of funding for NAFE courses.

End of free meals 'will damage health'

The ending of free school meals for thousands of children as a result of the Government's social services review would lead to irreparable harm to children's health, the conference was told.

Mrs Margaret Roshier (Coventry) said there had already been several cases of rickets in the city. The proposed new rules would worsen the problem.

The conference overwhelmingly deplored the Government's plans to end free school meal provision for many low income families, and to abolish I.e.a.s' discretionary powers.

Mrs Roshier said that with high unemployment and widespread deprivation, to end I.e.a.s' discretion would "spell absolute poverty of opportunity to many of our children. We should not be doing it."

Mr John Morris, Northumberland education chairman, said that to remove discretionary powers would be a "disgrace". He said: "We do not need someone from Westminster or Whitehall telling us what to do."

Mr Brian Fitch, Labour education spokesman from East Sussex, said poverty and deprivation was not something which occurred only in the North. East Sussex had a high proportion of single-parent families which relied on free school meals.

"There are many people across this country who don't get more than the school meal as the main meal of the day. There are many children whose only substantial meal is the school meal."

Mrs Carol McKeown (Birmingham) said the Government would soon be able to claim that there was no more poverty because there were no more free school meals.

But Mrs D'Arcy Howell, West Sussex education chairman, claimed free meals were socially divisive. "However well you handle it, it is always very well known who has free meals and who doesn't." It leads to children being stigmatized. The Government's proposed family credit system would ensure a fair provision, she said.

Roof may fall in, warns chairman

Dire warnings were given about the state of school buildings as a result of local authorities being starved of the capital to repair or replace them.

Mr Peter Cocks, Cornwall education chairman, said schools were "literally going to fall on the heads of pupils before we can repair them. It is now a desperate matter."

Saving on repairs did not make economic sense, Mr Cocks added: "Unless we have a solution not only shall we go backwards, we shall be alienated from parents."

Mr Jack Dark, education chairman of Leicestershire, said one-fifth of the I.e.a.s' primary schools were built before 1903. Twenty secondary schools and 69 primaries were built between 1918 and 1939.

It would cost £11 million to replace schools built before 1903 alone. But Government rules prevented the authority spending more than a third of

its capital receipts in the first year. Mrs Margaret Morgan (Inner London Education Authority) made a bitter attack on Government refusal to listen to local authority pleas to be allowed to rebuild.

"It is like kicking a jelly. Who's listening there?" she asked. "What is about the Treasury that allows them to anesthetize the brains of successive Chancellors and Secretaries of State?"

"We are not out to build gin palaces. We are out to spend our own capital receipts which we have secured by good management. We are asking the Government to invest in good house-keeping in the infrastructure of our educational buildings."

The conference called on the Government to increase allocations and remove restrictions "to allow I.e.a.s to carry out urgent replacements, improvements, rationalizations, and to arrest the rapid deterioration of the fabric of educational buildings."

Cash-limit opponents under fire

Delegates who opposed legislation to restrain local authority spending were accused of "Government-bashing" and hypocrisy.

Mr Kenneth Dunn, Conservative education vice-chairman of West Sussex, said there was a "rising tide of unacceptable local authority expenditure" which had to be curbed.

"No government could possibly merely send a blank cheque, leaving local government to fill in the amount."

Mrs Josie Farrington, Labour chairman of Lancashire education committee, said I.e.a.s had tried to improve the quality of education despite Government constraints and interference.

The conference split on party political lines to condemn Government funding of the education service and call for changes to the rates support and targets and penalty legislation.



Josie Farrington

Privatization attacked

The Government's plans to force local authorities to put local services out to private tender were overwhelmingly rejected as not in education's best interests.

Mrs Deirdre Wood (Inner London Education Authority) said a good education service depended on the quality of its support services. "Evidence has shown that where the support services are inadequate, the task falls to other education workers and the service deteriorates."

In some cases heads and teachers were having to do the work of cleaners or catering staff. Privatization in Cambridgeshire, Birmingham, Kent, Meriton, Dudley and Croydon had all been shown to be inadequate.

Mrs Saxon Spence, Labour education spokeswoman in Devon, said privatization would be a "death blow" to local education. It was a strain on staff who saw their jobs on the line.

But Mrs Carol Edgose (Hampshire) said that to oppose choice in provision of services was doctrinaire. The important thing was value for money. "When a service is running at a loss it not only makes sense, it is the duty of councilors to vote for the provision that is the best value for money."

Mr Hilary Bonn, Ealing Labour education spokesman, said the Government's proposals would lead to casual, low-paid jobs.

Putting down firm foundations

The main thrust of Sir Keith Joseph's address to the CLEA conference last week concerned three areas of primary education previously commented on by HM Inspectorate. His remarks, which amount to one of his first detailed discussions of the primary sector, are reproduced in full below.

I want today to concentrate on the primary phase. I believe that its importance is often undervalued.

When policy makers and others talk and think about our schools, their mental model is often of the secondary school where the problems and complexities present themselves more obviously. It is only too easy to persuade oneself that because primary pupils are more tractable and less mature we need not worry too much about whether they are getting all they could out of the first six years of compulsory education. Such thinking is dangerous and unfair to the children and their teachers.

The primary phase provides an educational opportunity which cannot be repeated. If we fail to take full advantage of it, we are unlikely to be able to make good the deficiency later.

It follows that the teaching of primary-age children is a demanding task. It engages the attention of some of our most committed and most talented teachers. As a result of their work the best of our primary schools are institutions in which we can all take a justifiable pride.

Yet I believe that you must be struck, as I am, by the messages which

"The teaching of the essential skills of literacy and numeracy... is based on too narrow an approach in too many schools."

come from HMI reports about the weaknesses of primary schools as well as their strengths. Many of those messages are not new; and tackling some of the weaknesses will require a sustained and well-directed effort.

It is only every one of our primary schools could match the achievements of the very best ones whose situation is comparable, then the aims of raising standards and of getting the best possible value for the taxpayers' and the parents' money would undoubtedly be met for pupils of primary age.

I say, therefore, to give as much attention in policy thinking to the raising of standards in our primary schools as to achieving that aim in our secondary schools, and to reflect this equal priority in, for example, initial and in-service teacher training and the whole of activities supported by Education Support Grant. I urge local policy makers also to remember at all times that the primary phase deserves as much attention as the secondary phase.

I want to pick out just three specific issues which have consistently been the subject of comment by HMI: first, the need for primary schools to offer a broad curriculum; second, the necessity of differentiation and progression in primary education; and, third, the way in which primary teachers are deployed within the school. There are many other aspects of primary education which merit discussion, but these three go to the heart of our concerns.

The first of them - breadth in the primary curriculum - arises in two ways.

There is the need to organize the curriculum to provide the proper range of educational experience, including, for example, an introduction to science and to new technology as well as all of the familiar components of primary education. I know that much work has been undertaken by I.e.a.s and schools to this end.

I also feel sure that we should find much common ground about what should be included within the overall curriculum of our primary schools, however individual schools may choose to describe it and to organize its delivery.

I am confident that few would dispute the formulation in *Better Schools*: "The primary phase should help pupils to learn to understand themselves, their relationships with others and the world around them; should stimulate their curiosity and teach them to apply it purposefully and usefully; and should develop the foundations for later learning and those personal qualities and attitudes which, if acquired during the primary phase, provide a sound base for what follows."

Unfortunately, the evidence which is put to me, and to you, is that despite all the discussions there have been on the matter, the teaching of the essential skills of literacy and numeracy to which the primary schools rightly give high priority is still based on too narrow an approach. In too many schools, and that such teaching too seldom takes full advantage of the opportunities which exist throughout the curriculum as a whole.

Are pupils, for example, introduced to a wide range of books, both fiction and non-fiction, to broaden their experience of many areas of the curriculum as well as to improve their skills in reading? Are pupils encouraged to write in a variety of styles for a variety of purposes, rather than being presented with a diet of overworked formal exercises?

How many pupils are asked to polish their writing, just as we do in adult life, by working their way through two or more drafts of a particular assignment? And how many schools seek to develop pupils' skills in speaking and listening by carefully-organized discussion between teacher and pupils? Competence in English is more than learning to read and write.

There is ample evidence, from the work of the Assessment of Performance Unit and other sources, of the value to pupils of this sort of breadth of experience and of the relationship between well-developed spoken language and literacy.

Much the same message emerges from HMI reports of the teaching of mathematics in primary schools. There is too often a concentration on the basic computational skills of arithmetic at the expense of learning more effectively through a more practical approach and the expense of helping children understand the usefulness of what they are doing.

Let me quote from HMI's discussion of primary schools in the second of their *Education Observed* series: "Above all, mathematics in primary schools should be more practical than it often is, and set within contexts where the work and results are important."

I hope that, with the help of the staff to be funded through Education Support Grant, the messages of Cockcroft will continue to be disseminated and put into practice; and I hope that the message that high standards are associated with breadth, and not with narrowness, will be acted on by all concerned, across the curriculum as a whole.

Better Schools also sets out, in paragraph 61, the range of content which should be covered within the primary phase. I believe that there is a very wide range of agreement about this content, even though different people may use different words to describe it.

If I may mention, by way of example, one aspect of this in which I have myself a close interest, it does seem to me that by the time they leave primary school, children should have the foundations laid for the chronological and spatial maps of the world which will be essential to their subsequent understanding of history and geography.

The second concern I mentioned



Sir Keith: Raising standards and value for money

just now - differentiation and progression - is also one which is reported frequently, both in relation to topic or project work and more generally. What is at issue is the way in which teachers seek to ensure that the components within the curriculum are matched to pupils' abilities and aptitudes.

Children are most likely to find tasks boring if they are not challenged and if what they are doing does not develop what they have already learned. What- ever their ability, their teachers need to stimulate them by expectations which are both high and realistic.

I very much hope that I will not be taken to be making a partisan point when I urge high standards and rigour in the primary phase. The reports of HMI have revealed, to quote again from *Better Schools*, that "in most classes... content and pace are geared to the middle level of ability in the class; able pupils are insufficiently stretched and waste time practising skills already mastered, while the less able, even where they have been diagnosed, are not tackled appropriately."

Pupils do need to be helped to

reason, to be accurate, to persevere when they find their work difficult, to understand what they are doing, to the fullest extent of which they are capable.

I do not pretend for a moment that teaching in this way is anything other than a professional challenge to primary school teachers: I believe that they can rise to it. I am sure that you look forward, as I do, to the day when HMI reports on primary schools normally confirm that every child is taught in accordance with his or her abilities and aptitudes.

A particular aspect of doing right by every child is the need to cater effectively for children for whom English is not their first language. Significant numbers of children in many primary schools have a limited fluency in English. Unless we can give them rapidly a thorough command of the language it will be difficult to ensure that they develop their talents as far and as fast as they are able.

Professional experience shows that the language needs of these children are best met within the normal classroom alongside their peers, where they can have access from the outset to all areas of the curriculum. Specialist language teaching staff, normally eligible for Section 11 grant from the Home Office, may be needed to work alongside class teachers in support of this provision.

For all these reasons we need a more explicit formulation of the objectives of all aspects of the primary curriculum. As you know, many of these aspects are being taken forward through the HMI discussion papers which are being published.

The third issue I identified just now was the deployment of teaching staff in primary schools. I begin from the proposition, which I hope is widely accepted, that there are advantages for everyone, and most of all for the pupils, in making the transition from class teaching in the primary school to specialist teaching in the secondary school a gradual rather than a sudden one.

It follows that the way in which the upper years of junior schools are organized should be seen - just as already happens for pupils of the same age in middle schools - as part of the process of securing good continuity between the primary and secondary phases.

There is another important reason why the oldest primary pupils should not be taught exclusively by their class

"In many schools the role of those teachers who do hold posts of responsibility for specific areas of the curriculum should be re-examined."

teacher. In most primary schools certain teachers have, or can acquire, special strengths which ought to be made available, on a rational division of labour, to children outside their class and to their colleagues.

Many schools could benefit more extensively than they already do from the qualifications and experience of their present staff. Many schools have appointed subject consultants, but often only for a few areas of the curriculum.

Moreover many of the subject consultants who have been appointed do not have sufficient opportunity to work closely with their colleagues so as to make a significant impact on the standards which are achieved throughout the school.

It seems clear that in many schools the role of those teachers who do hold posts of responsibility for specific areas of the curriculum should be re-examined.

I appreciate the practical constraints of teacher time. But I do believe that in many cases the available teacher time would be better used if consultants were to be given time to operate effectively at the price of a small increase in the average size of classes. (Sir Keith added that the Government plans to increase the number of primary school teachers by 15,000 to reduce contact time and allow for subject consultancy.)

Richard Garner interviews Peter Dawson, general secretary of the PAT, on the eve of the association's annual conference in Guildford.

The man who has slipped the Tory poodle's collar

Back in 1980 Peter Dawson was known as the slightly eccentric disciplinarian who discouraged truancy at his London comprehensive by peering out of his study window through a pair of binoculars.

Today, the former head of Eltham Green School in South London is about to celebrate his fifth anniversary as general secretary of the Professional Association of Teachers - but he still likes to think that very little escapes his attention.

Since he has been in charge, PAT has been given a seat on the Burnham committee, gained the recognition of most local education authorities (even if, in one case, it had to be admitted on the management side), and increased its membership by about 50 per cent. And whenever PAT's newly-won footholds have been threatened there has been a quick response - often through the courts. High Court actions were taken out against the Burnham Committee, when it was being denied access to the structure talks, and Labour-controlled Liverpool City Council, after it withdrew the recognition that had been granted to PAT by the previous Liberal administration.

PAT is still the smallest of the teachers' organizations, with 30,000-plus members - including those in Scotland, further education and independent schools. But its membership has grown steadily during the past two years of industrial action and, according to Mr Dawson, it is now increasing at the rate of about 100 members a week.

When Peter Dawson arrived at the union's Derby headquarters, PAT was referred to as "the Tories' pet poodle" and "management stooges". It was also known as the union which was opposed to strike action. Few people knew, however, what its members were prepared to do.

In 1980 we could fairly be described as being a little idealistic in believing that simply by the power of persuasion you could get away from the need to have disruption as a negotiating weapon," he acknowledged.

"Now we have discovered policies which are realistic ways of getting out of this annual confrontation that seems to beset us."

He was talking about the union's policy of favouring "single-option" arbitration - whereby an arbitrator can decide either to award the teachers' claim or the local authorities' offer but not pitch it somewhere in-between.

This system is practised in West Germany and Mr Dawson believes it helps to moderate wage claims and improve upon low offers. "If we had this system here and the teachers had asked for 7 per cent, they would have it by now," he said.

In many circles, PAT is still described as a right-wing union - and, while there's little doubt that the Conservative voice gets a greater airing at PAT conferences than at any other teachers' union conferences, it can hardly be described as a gathering of right-wing Thatcherites.

PAT members probably fall into three main categories. There are right-wingers, but there is also a large number of what could be described as "religious and pacifist" members, some of whom are Liberal or Labour voters. The third category is that of the "don't know" who may well have chosen PAT as a softer option than either the National Union of Teachers or National Association of Schoolmasters/Union of Women Teachers.

Peter Dawson himself is a deeply religious man. In fact, he is an ordained minister - entitled to carry the epithet Reverend before his name (which might well help those who

'Our arguments are now listened to more carefully - although, for all sorts of political reasons, we remain unacceptable.'

confuse him with the other Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education).

He is also a strict disciplinarian - who described himself as "The Man Who Tamed Bomb Alley" in his book about his time as head of Eltham Green, whose "old boys" include Boy George and Status Quo singer Francis Rossi.



Peter Dawson: "I think we are the realists now."

However, PAT has been making great efforts to rid itself of its right-wing image - and, during the past few years, has attracted both Labour and Alliance speakers to its conference.

It would be true to point out that it has had more success with the Alliance - last year Mr Roy Jenkins was guest speaker at its Edinburgh conference and this year, conference is to be addressed by Dr David Owen, the leader of the Social Democratic Party. But PAT has also managed to get Lord Glenamara (formerly Labour Education Secretary, Mr Ted Short) to speak on its behalf in the House of Lords.

In addition, a motion for debate at next week's conference could help to cut any ties it still has with the Conservative Party. The motion, tabled by Norwich branch, reads: "Conference believes that Her Majesty's Government has no real interest in state education."

Even so, PAT is still fairly isolated in the teachers' panel of the Burnham Committee.

At first, the teachers' panel denied PAT access to its sub-committees - such as the structure working party - and refused to tell it the dates of meetings or send papers on to it. Peter Dawson countered this by just turning up and - occasionally - even speaking at meetings when his presence was not officially recognized.

That all changed with the High Court action against the Burnham Committee when PAT set out to establish its right to sit on all its sub-committees - since it had been granted a seat on the main body by the Education Secretary, Mr Mark Carlisle, PAT won that argument.

"I think that there has been a change over the past few years," he said. "What happens now is that our arguments are listened to more carefully - although, for all sorts of political reasons, we remain unacceptable."

Advantages of staying in Unesco spelled out

by Hilary Wilce

If Britain left Unesco it would lose money, and both cultural and diplomatic influence, the Foreign Affairs Select Committee of the House of Commons heard this week.

Mr William Dodd, UK member of the United Nations Educational, Scientific and Cultural Organization's executive board, said Britain had a "special standing" in the organization, and influence which went beyond its subscription.

If it left, there would be a loss of income from consultancy work and contracts stemming from Unesco projects, less dissemination of English language textbooks, and an impact on diplomatic relations. "You have to consider the very serious way developing countries, especially those of the Commonwealth, regard Unesco and Britain's role in Unesco," Mr Dodd said.

The committee was concluding an inquiry into Britain's decision to leave Unesco at the end of the year unless major reforms are made (TES, July 19). It hopes to publish a report shortly.

Mr Dodd said since the United States had left the organization the influence of the Soviet Union had increased. "It is evident that at the last two meetings of the executive board, the Soviet presence has been heavier, interventions are more frequent, louder, longer and rather more strident... the developing countries have noticed it and are more fearful of its influence." He also thought a number of other Western countries might leave if Britain were to quit.

Mr Dodd said that although he supported the British Government's criticisms of Unesco and the need to reform, he had advised against the tactic of giving notice of leaving in 1985. Now he thought "perhaps it has been all right after all". The Government had grounds for its "guarded optimism" on the reforms, he said, although progress was uneven.

There had been improvements in budgeting and on programme reforms and since 1982 there had been a marked decline in the over-politicization of discussions and debate.

At the last meeting of the executive board, for example, Iran and Iraq had clashed sharply over the protection of their cultural monuments and had been brought abruptly to heel by the chairman. Such instances were getting rarer Mr Dodd said.

He said he could not comment on the recent refusal of Unesco to take up certain Soviet human rights cases since the reports concerning these were confidential.

Later, Mr Terry Byrne, assistant head of the United Nations department of the Foreign and Commonwealth Office, told the MPs that the rules and procedures of the committee which receives individual human rights complaints, and which called individuals states to answer these, were strictly adhered to "in order to keep the Soviet Union in play".

"If complaints are taken up by the committee which are not under the rules the Soviet Union can attack the whole procedure," he said.



Geoffrey Holland... under attack

£353,600 for PICKUP projects

Seventeen universities are to receive a total of £353,600 to improve training and updating for working adults under the Department of Education's PICKUP scheme.

The 17 were selected from 35 bids for grants ranging from £15,000 to £23,000. Their projects are due to start in the autumn.

The money will be used mainly to appoint liaison officers to develop links with employers and prepare for an expansion of short, post-experience vocational courses.

Training board puts price on support for new two-year scheme

The Government and the Manpower Services Commission are facing an embarrassing challenge to their blueprint for the new two-year version of the Youth Training Scheme. It comes from the construction industry which is demanding modifications in the plans as the price of its participation.

These demands cannot easily be shrugged off because the industry's training board controls up to 20,000 possible places. It runs what is by far the biggest training programme under the present one-year YTS.

Its conditions are that:

1 The MSC must not provide any "misrepresentative certificate of competence".

2 The Government commits itself now to providing "adequate financial support on a permanent basis".

Although the board does not explicitly criticize the level of funding the Government is proposing for the new

YTS the reference to "adequate" funding is a coded indication of its worries on this score.

The board is rejecting a central objective in the scheme as the MSC conceives it, one to which ministers have strongly committed themselves. It is that the scheme should aim at providing every trainee with a certification of occupational competence and, if possible, a recognized qualification demonstrating such competence.

The idea combines two concepts which are politically highly favoured: qualifications are thought to be a much-needed way of winning credibility and status for the new scheme; and competence is the current MSC-Department of Employment buzz-word.

But the board dismisses such official aspirations with something approaching contempt. "Competence relates to a combination of training and experience which by definition a

trainee has acquired," it declares.

Certification, it says, should take place at the end of industrial training, and if that needs more than the scheme's two years, all the trainee should get is a report of what he or she has achieved so far.

What is particularly worrying the board is that a misleading certificate could mean a further increase in the use of self-employed, semi-skilled workers who it believes are already undermining standards in the industry. It insists that the two-year YTS must be integrated with existing training arrangements.

On funding, the board says that an assurance of permanence is vital if the industry is to take on all the extra work and provide the resources required to run the scheme properly.

The board, in its submission to the MSC, also warns that there will be problems unless there is an overall and

clearly defined strategy for vocational education and training which takes into account the Certificate of Pre-Vocational Education and the Technical and Vocational Education Initiative as well as the YTS.

And it has served notice that it would want to run the new YTS programme in the same way as its existing scheme.

Reverting to "the broad-based training approach, envisaged and initially adopted by the MSC" would not be acceptable - a pointed reminder that the board has made this kind of challenge to the MSC's pet ideas before.

To obtain the construction industry's participation in the existing YTS, the MSC had, very reluctantly, to waive the requirement that all trainees should get broad-based learning rather than a specific occupational training.

New scheme 'too employer based'

by Mike Durham

The planned two-year Youth Training Scheme would be inadequate, underfunded and unworkable, the annual conference of the Council of Local Education Authorities (CLEA) was told last week.

Mr Steve Jones (Sheffield), said the new scheme would be too employer-based, with not enough emphasis on the "social quality of life".

He told the Loughborough conference that the extra £300 million the Government planned to spend on the scheme would not be enough and would not necessarily improve the quality and size of YTS.

Furthermore, it was not clear how many trainees would actually be able to go on to a second year.

Mr Neil Fletcher (Juniata) London Education Authority claimed YTS was "a byword for blundering management" and was wasteful and mediocre. The new YTS was a device by the Government to keep unemployment figures down.

"It is a fantasy of Geoffrey Holland which should be re-implanted in his brain, and both he and it should be laid to rest," he said.

East Sussex Liberal education spokesman Mr David Bellotti claimed the new scheme had not been properly planned or resourced, and there had been no consultation with the users - young people.

Some employers would use second-year trainees as "cheap labour". But most employers would be unlikely to take in and most Mode B schemes, run mainly by public and voluntary bodies, would pack up altogether.

The conference adopted a resolution "viewing the Government's plans with 'extreme concern'", because of the "extreme emphasis" and "inadequate funding" of the two-year YTS.

However, it also made clear its commitment to a two-year YTS.



Inconclusive evidence about effectiveness of YTS in employment training.

Auditors' criticisms of scheme out of date, says minister

by Diane Spencer

A critical report by the National Audit Office on the Youth Training Scheme provoked a defensive response this week from Mr Peter Morrison, the Employment minister responsible for the scheme.

The Comptroller and Auditor General, Sir Gordon Downey, expressed concern over:

● The £55m spent by the Manpower Services Commission on supporting unfilled places in 1983-84;

● Whether the MSC is dealing successfully with criticisms of the quality of YTS programmes;

● The dangers of duplication between YTS and other initiatives in work-related education and training such as the Certificate of Pre-vocational Education.

Mr Morrison said the criticisms related to the scheme's first year and most had now been corrected. "The scheme is now entering its third year of operation. More than 700,000 youngsters have participated in the high quality training and work experience it provides."

The surplus of places in the first year had largely been removed in the following year when a reduction of 20,000 was made in the expensive Mode B1 schemes (those operated by sponsors for work on special projects).

Mr Morrison added: "There is no doubt that youngsters themselves have given the scheme the 'thumbs up' and latest figures show that 80 per cent of young people leaving the scheme say they find their training worthwhile."

The report says the MSC was over-optimistic in its estimate of the YTS take-up which amounted to just over half the number of places in the first year. For 1984-85 the MSC planned for 405,000 places and estimated that 385,000 would be taken up.

In the National Audit Office report Sir Gordon also pointed to the slow improvement in quality. Reviews carried out by the MSC in 1984 concluded that there was still a lack of understanding of quality requirements by some managing agents; a lack of co-ordination between work experience and off-the-job training; and a

need for broader-based training in educational establishments.

The Government is committed to extending the YTS to two years from next April for 16-year-old leavers, while 17-year-old leavers will be eligible for one year.

Sir Gordon said it was too early for conclusive evidence about the scheme's effectiveness in employment training but the proportion of early leavers was an important factor.

The report showed that 55 per cent of all YTS leavers between April 1984 and March 1985 left before the end of their course. Between 49 and 62 per cent of leavers from June to October 1984 found jobs within three months. But 38 per cent were still out of work last January.

National Audit Office, report by the Comptroller and Auditor General, Department of Employment and Manpower Services Commission: Vocational education and training for young people. HMSO £3.30.

Reforms end time-serving in industry

Traditional time-serving apprenticeship will disappear from a large part of industry as a result of major training reforms announced by two industrial training boards last week.

Youngsters working in building, garages, and in road haulage, will in future have to pass a series of tests to become recognized as skilled workers. In building, apprentices and other trainees will have to have written job tests devised by City and Guilds and the Scottish Vocational Education Council as well as practical skills tests.

The Construction Training Board is setting up special centres to run the tests, which will be carried out by qualified craftsmen. Trainees will be able to sit the tests repeatedly until they pass, or appeal to regional and local panels of arbitrators against the assessor's verdict.

The Road Transport Training Board is going much further by introducing a modular training scheme which will eventually cover everyone from trainee storemen to managers and advanced technicians.

Modular training will be open to anyone joining the industry at any age. Most will start by taking foundation modules which can be the first year of existing apprenticeship training, one of the established full-time college courses or a Youth Training Scheme programme; or standard modules designed by the board to meet the requirements of its skill tests.

The only exception will be for adults who have the necessary experience to go straight on to post-foundation modules. There will eventually be 700 of these, covering training for clerks, salesmen, supervisors, and managers as well as the manual skills.

But to begin with the board has concentrated on developing modules for craft and operative skills used in garage work, vehicle bodybuilding, road haulage and furniture removals.

Some modules will be produced by, for example, car manufacturers, to cover the servicing and repair of their own products.

Modular training is not new - the approach has been used for many years in engineering apprenticeship training. But the road transport scheme is the first attempt to apply it to all levels of training, and to replace time-serving and age restrictions on entry.

Courses

DEGREES GCE & BTEC

Guided home-study courses for London University, LLB, BSc, BA (English, French, History), BD, Dip Ed, GCE O and A Level 35 subjects BTEC; approved courses for National Certificate Programming; Course in BASIC

Essential Study Skills and Effective Thinking. Courses by Edward de Bono.

For free booklet write stating subject of interest to: Frank Fisher CBE, MC, MA, Dept 882, Wolsey Hall, FREEPOST, Oxford OX2 6PR Tel: 0865 32200 (24 hours)

WOLSEY HALL OXFORD

MONTESSORI DIPLOMA CHILD CARE DIPLOMA N.E.B. CERTIFICATE

London Montessori Centre offers the most comprehensive range of courses with the highest standards and international recognition. Full Time and Evening Courses commencing in September. Tutor guided correspondence courses also available. RING, WRITE or CALL for Prospectus of your choice.

London Montessori Centre
Dept. TES 16 Belsize Road, London W11 1TG 01-498 0188

Swann Committee member attacks report

by Bert Lodge

Some of the conclusions of the Swann Report on the education of ethnic minority children should be regarded with mistrust, a member of the committee which produced it told a conference last week.

Dr Gajendra Verma, director of the International Sector for Inter Cultural Studies at Bradford University, was speaking at a conference in Bradford on the implications of the report, published in March after the committee had sat for five years and seen 10 members resign.

Dr Verma blamed the media for oversimplifying the report. It did not say Asian pupils performed as well as white. The conclusion was "on the basis of current evidence". Yet the report stresses that the evidence is incomplete.

The committee had to rely, regrettably, on secondary sources. And in the data supplied most of the white children were working class while the Asian children were middle class. "So it is not surprising the report calls for more research into achievement and under-achievement in schools. I think more careful ethnic classification is required," Dr Verma said.

Even Government records treated Asian children as one group. Yet this ignored a significant feature of the East African Asians - 85 per cent of them were from an urban background.

By contrast the Bangladeshis, not performing as well as whites, were the most recent arrivals in this country and subject to poor housing and racial discrimination.

So the main conclusion needed to be examined. Some of the evidence was small scale and likely to have local factors. Dr Verma asked what was meant by achievement and under-achievement. Was it measured by examination or by occupational entry?

"Most commonly used are tests and exams but these are designed to cater for the top 60 per cent of 16-year-olds. What about the other 40 per cent?"

Examination performance was too simplistic. No reliable measure of potential had yet been devised. One section of the report referred to black psychologists designing tests which showed black children performing better than American whites.

"It is most disturbing that scientific racism is showing its particularly ethnic bias," Dr Verma said.

group as genetically superior should still survive in the 1980s. We must stop comparing by ethnic group," Dr Verma said.

A scathing attack on the report came from Chris Mullard, professor of ethnic relations at Amsterdam University and formerly of the London University Institute of Education. He said the report deliberately emphasized the main issue as identified by many black individuals, black parent groups and organizations - racism.

The conclusion that IQ was not a significant factor added nothing to what was already known in the 1960s, and legitimized the IQ debate. The response of Sir Keith Joseph - no more resources to implement recommendations - was political.

The context of the report was essentially political, reflecting the concern of the Government and the state for stability and social order, Professor Mullard said.

"What worries the state is the magnificent resistance of young black people on the streets of Bradford and Toxteth to the police and social order."

which young blacks see as racist."

The context was the movement in education of black teachers, black parents, black pupils and young people resisting and demanding changes, not negotiating changes.

The basic framework of the Swann Report assumed a pluralist society. There was bunkum. We lived in a class-based mono-culture where 85 per cent of the population was white and was not going to share power with the others.

Whenever a genuine pluralistic measure was suggested, Swann was against it and no analysis of power was to be found in the report. It included no mention of class oppression or class exploitation. Education for all, as the report was entitled, should include classism and sexism.

"The song of Swann is a new racism. We have moved from racism to ethnicism."

● Sir Keith Joseph told the House of Commons last week that the grant scheme for in-service training announced in 1983 would be extended to include training for dealing with ethnic diversity.

From refugees to prize pupils of the promised land

ISRAEL

Shelva Weil reports on the remarkable way young Falashas have adapted

Six months have passed since the bulk of Ethiopian Jews arrived in Israel in the emergency secret airlift entitled Operation Moses.

A total of 15,000 Ethiopian Jews now live in Israel, most in special "absorption centres" run by the Jewish Agency, where they stay until they can find permanent housing.

The children of that airlift, the majority of whom had received minimal or no education in Ethiopia, are already reading, writing and speaking fluently in Hebrew.

Teachers up and down the country say the Ethiopian children are very highly motivated.

The teachers have only one complaint: Ethiopian children do not want to stop lessons and go out at breaks for fear that they might be wasting time.

In September, many of the children who arrived in Operation Moses will be moved out of the special reception classes created for Ethiopian immigrants and placed in normal classes. "Then the problems will begin—the problems of colour, social adjustment and educational achievement", according to one Israeli teacher.

The real problems, however, do not lie with the children of school age, but with their parents and grandparents, who are less flexible.

While the children are driven daily to the local schools, their parents stay behind at the absorption centres and attend *Ulpan*, the Hebrew language course, where they are taught the three Rs in Hebrew.

Recently, a government decision extended attendance at the *Ulpan* from the customary five months to a "double *Ulpan*" of 10 months to give the adult immigrants more time to learn the language.

The immigrants find it very difficult to adjust from a rural, agricultural life to a classroom setting where the pencil instead of the plough decides the future. The gap between the schoolchildren, who are speaking Hebrew within a month, and their parents grows.

Educators and administrators are aware of this generation gap which is being created within the Ethiopian community. Some believe it is too late for the adults to learn, so the children might as well get ahead. On the other hand, modest programmes are being instituted which are designed to combat the generation gap and speed up the learning process of the adults so that they can keep up with their children.

One of the more interesting educational developments is the publication of an Amharic-Hebrew dictionary under the joint auspices of the Israeli Ministry of Education and Ministry of Absorption.

The dictionary comprises 1,000 basic words and is designed to be used by beginners at the *Ulpan* or Hebrew language class. Teachers or social workers who want to communicate with the immigrants by throwing in a few words in Amharic also find it useful.

Dr Meir Peretz, who is in charge of Ethiopian immigrants in the Department of Adult Education at the Ministry of Education, said that approximately 4,000 Ethiopian adults were studying at *Ulpanim* while approximately 1,000 have graduated from them.

Plans are under way for a more



Falasha children at their new home in Eilat

comprehensive Hebrew-Amharic dictionary with translations in both languages, which will include about 5,000 words, Dr Peretz said.

"This dictionary will be of service not only to the immigrants themselves," he explained, "but also to hundreds of Israeli professionals who come into contact with them on a day-to-day basis."

At the pre-school level, an attempt is being made to work with Ethiopian mothers and their children so that they can embark upon an educational enrichment programme together.

HIPPY—Home Instruction Programme for Pre-school Youngsters—is being adapted to meet the special

needs of Ethiopian mothers and their children. This is the first time that the HIPPY programme (TES, April 12) has been modified for a Jewish subgroup within Israel, but Dr Avima Lombard of the National Council of Jewish Women Research Institute for Innovation in Education at the Hebrew University thinks that special circumstances and the vast differences in cultural background between Ethiopian and other Israeli families warrant a flexible approach.

"In the case of the Ethiopians," she explained, "we will concentrate more upon the mother. We are planning special enrichment programmes which the Ethiopian mothers will receive every other week in addition to the regular HIPPY materials. The programmes will relate to things that she and her children are doing or experiencing in Israel, such as 'What is a kindergarten?' 'What is health care?' or 'What are toys?'"

The mothers will be presented with slide shows and worksheets on which everyday items are illustrated.

In the fortnightly group meetings with mothers and HIPPY para-professional workers, the aim is to help the Ethiopian mothers to identify with a group in a cohesive manner.

In the weekly mother-child meetings with the aide, the idea is that an Ethiopian mother will take turns to work with her own child and one other in order to enable the second mother to be free to attend the *Ulpan* course given at the absorption centres, or simply to go shopping.

The adapted HIPPY programme is being piloted in the towns of Afeka and Ashkelon which have relatively large Ethiopian Jewish concentrations—and will soon be implemented nationwide.

Benny Morris

Never mind the quality, here's life in the raw

IRISH REPUBLIC

John Walshe on an appeal for sensitivity in teenage fiction

Teenagers' books have changed dramatically from the "jolly hockey sticks school" story where scrapes abound and girls were caught in all sorts of wickedness, sufficient to turn poor matron's hair grey.

Of course, in those days there was never an unwanted babe, or indeed any babe in sight, recalled Ms Anne Taylor, of Queen's University, Belfast, in an address to the fourth European Conference on Reading, held in Dublin last week.

"Girls of my generation learned little of the facts of life, but absorbed an atmosphere, an attitude towards right and wrong. Sentimental it may have been, selflessness unto death, but it certainly did us no harm and probably did some good," Ms Taylor said.

But today's frankness made explicit what might better be considered areas of privacy, said Ms Taylor in a paper on changing social attitudes as reflected in children's fiction.

For instance *Mia*, by Chunnel Beckman, spared few of the medical details and harrowing mental anguish of a teenage girl who thought she was pregnant. The book left an aftertaste of an efficient society from which the heart had somehow been removed, she said.

She strongly criticized one of the most popular of American adolescent books—Judy Blume's *Forever*, saying that its totally unmemorable characters, its flaccid dialogue and its stereotyped attitudes could do little to help its readers develop caring relationships.

A story whose opening sentence was: "Sybil Davison has a genius IQ and has been laid by at least six different guys", was a far cry from the world of Shakespeare's *Miranda* or Rosalind, Ms Taylor said.

She told the conference that the question of drugs and young people was dealt with in *A Room of His Own*, by Deborah Hertz, racial problems in *The Trouble with Donovan Croft* by Bernard Ashley and *Out of the Sun* by George Eliot and D H Lawrence.



George Eliot and D H Lawrence sex relationships with taste

Joan Tate, and adoption in the Chinese *Egg* by Catherine Storr.

Is there no topic which is now considered unsuitable for young people's books? Have we, as teachers, librarians, parents, the right to censor what our children read? Should we expurgate adolescent fiction and by extension all fiction that we present to the young?" she asked.

She said that if such issues were to be the stuff of fiction, then let the writing guidelines. The reform aims to counter studies ideas with a series of "ethical studies" programmes to be included among a minimal number of options starting at age 12. The programmes were recommended by a provincial task force set up after the Keegstra case became widely known.

The curriculum reform continues a trend in Alberta that has seen mandatory graduation examinations reinstated and the passing mark in senior high school raised from 40 to 50 per cent.

In an effort to provide an even greater challenge to students, a complete transcript of the students' marks is to be printed on the back of the graduation diploma.

Baseball lands in court

Only in America could the earth-shattering issue of which team will win the high school baseball playoffs be decided by a judge.

More precisely, it could happen only in Texas. Last year, the Lone Star State woke up to the fact that in too many high schools, academic pursuits took a back seat to playing the tuba in the band or executing a double reverse on the baseball field.

Mr Ross Perot, an electronics billionaire who sent in his own forces to rescue employees imprisoned by the Texas legislature, became a mighty crusader for academic rigour.

Up and down the state Mr Perot stamped. Almost single-handedly, he convinced the Texas legislature to make educational excellence its new state motto. As part of that drive to seriousness, the law includes a "no pass, no play" rule: a student who flunks a course is kept out of all extracurricular activities for six weeks.

To Texans, who have turned high school athletics into a secular religion, this bit of political statesmanship came as a stunner. If the star quarterback was benched for failing trigonometry, they wondered, what would they do on Friday nights?



What no one dreamt of, when the "no pass, no play" rule was being pushed through the legislature, was that the courts would get involved. But as the little Billy Joes learned that they couldn't play ball—and learned as well that their university athletic scholarship might be in jeopardy—their parents started heading to court in droves.

The legal assault on "no pass, no play" should bring a smile to the lips of anyone with even a passing acquaintance with the law. There were complaints that the statute came as a bolt out of the blue—this despite the fact that every school in the state trumpeted the change. And there was even an objection that the rule was "arbitrary and capricious" because it did what it was supposed to do—namely, that it singled out those who partici-

pated in extracurricular activities.

But judges in Texas are sports fans too. One jurist, sympathetic to a student's plight, postponed the entire state's high school baseball playoffs until he could render a ruling. Meanwhile, another local legal scion went further, tossing out the rule as unconstitutional.

This set of developments galvanized the Texas legislature into action. The legislators passed yet another law, this one urging the judges to back off: to "exercise legal restraint", in the words of the elected representatives. Those judges, the measure notes, "have looked only at the local issue (translation: Can Billy Joe play in Friday's game?) with considerable local interest and emotion" (translation: Let Billy Joe play ball or else). After all, as the new Bill notes, athletics isn't a constitutional right and courts aren't supposed to be super-referees.

Heeding the legislators' plea, the lower court rulings were set aside and the baseball playoffs allowed to proceed. But the bigger issue—the constitutionality of the "no pass, no play" rule—is in the hands of the Texas Supreme Court. It is, local lawyers agree, a most sticky wicket.

My job not necessary, says Bennett

After less than six months in the job, the United States Education Secretary, Mr William Bennett, seems determined to talk himself out of it.

In a television discussion broadcast last week, Mr Bennett said that although the Federal Government might have some role to play in education, he doubted if his own department was necessary.

The Secretary's opposition to the Education Department is well known. He advocated its abolition long before he was given the task of running it by President Reagan. But he has been quiet on the subject of late, ever since the President had to ensure his confirmation in office by assuring the



Shirley Hufstader

Senate in writing that there was no intention of scrapping the department. He said: "Let us remember, we are six or seven years. We once survived and educated people without it. There may be some proper, limited federal role, but it doesn't strike me that it is an essential."

In the TV discussion Mr Bennett was debating with one of his predecessors, Shirley Hufstader, who was appointed by President Carter when he set up the Education Department in 1980.

"Of course we need a Department of Education," Ms Hufstader said. "The idea that the most important future of the United States should not have a seat at the Cabinet table seems to be totally wrong."

The Cabinet seat, Mr Bennett retorted, had no impact on the problems of education. He described the creation of the department as "another cynical exercise in special interest politics."

He added: "Frankly, whether we got rid of it tomorrow or whether we doubled its budget tomorrow, would be irrelevant to the major problems left in education in our society."

His own recipe was for reform at state and local level, and by parents, with a minimum of intervention by education experts. Mr Bennett also holds a low opinion of experts. "In my view they have wreaked a fair amount of damage on the education system," he said.

Bill Norris

Baby boom boosts books

New thrive the publishers. The mini baby-boom in the United States may have caused fears of an impending lumber shortage, but it has brought wailing but joy to those who produce textbooks.

A new report from the Association of American Publishers claims that sales in elementary and secondary schools jumped by 14 per cent in 1984.

Textbooks brought in \$1.3 (\$936 billion—\$200 million more than in 1983).

"There is a lot of growth in the lower grades now, particularly kindergarten

through fourth grade enrolment," said Mr Alan Spiegel, national sales manager for Harper and Row.

Audio-visual materials are also selling well at the elementary and secondary level. Revenues increased by 22.5 per cent in 1984 to \$152.3 million.

But sales of college textbooks are flat, with many publishers reporting that sales have not even kept up with the low inflation rate. Specialists in this area are resigning themselves to the thought that they will have to wait until the babies grow a little older.

Merit pay plan proves sweet and sour

It seemed like a good idea at the time, but a scheme devised in Texas to award merit pay to teachers is causing nothing but trouble.

Based on a scale of ability levels, teachers are placed in four categories, from beginner level one, where no bonus is paid, to level four master teachers get a bonus of \$6,000 (£4,300). Principals are responsible for completing teacher evaluations.

Not surprisingly, the plan has proved divisive among the teachers, and the situation has been made worse

by the fact that the state legislature had too little money available.

In the Austin Independent School district, for example, of more than 2,100 teachers who qualified for bonuses of \$1,500 this year, only 1,300 received the money. Austin had been given a grant of \$1.5 million to pay for the bonuses, and it was not enough.

Ms Donna New, an elementary teacher and president of the Austin Association of Teachers, said: "It was a bittersweet reward. We saw many of our colleagues not get their bonus and it creates a lot of hard feelings."

The official explanation is that because of the money shortage, stringent criteria had to be adopted in awarding the bonuses. These included at least two years of employment in the district, nine semester hours of additional teacher training, and good evaluations.

After protests, the school board has agreed to pay bonuses to a further 600 teachers, but Ms New is not satisfied. Her own bonus cheque for \$1,500 (less tax) has gone to start a "career ladder fairness fund" to sue the district authorities.

LETTERS

Consultation over Fish Report vital

Sir—I do not want to fall into the trap which is laid by Peter Newell's assessment of the John Fish Report; that is of giving some simplistic reactions to the report which will stereotype the London National Union of Teachers' response before we have consulted with our members. Some points have to be made, however.

Currently the ILA is proposing the closure or amalgamation of eight primary schools and has already closed one. The parents of the children in these schools have defended the hilt their children's existing level of provision and were and are extremely fearful of the consequences of the proposed changes. Two examples

stand out. In the case of the amalgamation of Watergate and Greenvale severe learning difficulty schools, a public campaign by parents (in conjunction with Mencap) has forced ILA to change its mind and keep the existing level of provision. In the case of Bromley Hall physically handicapped school, the parents have mounted a public campaign against its closure and have drawn the support of Tower Hamlets Labour and Liberal Parties.

The realities of the evidence we have, is that parents see special schools as an invaluable education resource. What does Peter Newell mean when he asks: "Why should students with special educational needs have to wait their place in mainstream education on the grounds of resources?" Is he then in favour of the worsening of pupil/teacher ratios which that statement implies?

Does he have any conception of schools as education communities? The sense of community is a characteristic of all schools, especially small schools. The Fish Report recognizes the destruction of morale of teachers, students and parents affected by the amalgamations and closures of 41 of ILA's secondary schools since 1977. Does Peter Newell want to visit this on the special education sector?

● In its submission to Fish, the Inner London Teachers' Association said

that the debate was not about segregation versus integration but how best each student's individual special educational needs could be met. In this context, consultation expected by the unions agreed by ILA is a vital prerequisite for a practical delivery of a future special education service in the ILA. Lack of consultation is a luxury that only those who are not democratically accountable can afford.

JOHN BANOS
Convener
Special education sub-committee
Inner London Teachers' Association
25 Blisset Street
London SE10

where special units are set up within mainstream schools, the number of placements should be sufficient to allow children confined to wheelchairs, for example, to take part in competitive activities within their peer group. There is no value in allowing one or two such children to play electronic games while the less disadvantaged are on the sports field. Another solution, of course, is to retain special schools.

GERALD LEACH
Deputy head
Hephalotes School
Farley Hill
or Reading

Interactions with others. In effect we grew up in a normal society and experienced adequate developmental stimulus.

Similarly, a child who is confined to an electric wheelchair, and who is placed in a special school, has a peer group among which that child can compete successfully. The child is, in effect, in a normal society. Put the child in a mainstream educational establishment and the developmental stimulus to acquire those experiences necessary for normal emotional and social maturity.

I am concerned, therefore, that Teachers and children would have to develop a change in attitude. In-service training will help teachers, but they must believe in what they are doing. Some will never change and this will be sensed by the child.

How will they cope with one or two in a class or even in the whole school? How will they teach the other children to accept that anyone who is "different" is not a target to be laughed at, bullied or teased? Perhaps if small groups could visit the special schools,

this might help.

Insist that if any child is "singled" out in any way, other children should report the fact, but remember that at the end of all the reports, recommendations and actions there is a very vulnerable person—the child with the special educational needs.

MARGARET MANTON
5 Bank Top Grove
Astley Bridge
Bolton

Daily aggro

Sir—I read with interest the article "Keep applying" women urged" (TES, July 12). As a deputy head-teacher in a large comprehensive school, I am sure the comments were aimed at me.

Many reasons are given for the lack of applications from women for headships. May I add another?

I am not prepared to live with the daily "aggro" from unions, parents, minority groups, etc. My peace of mind is more important.

M GOTHERIDGE
Deputy head
Ellis Guilford School
Bar Lane
Basford
Nottingham

Activity Centres



SKEER LODGE
outdoor centre
Applington, Bedford, North Devon
(0238) 1962, 14 telephone Bedford, (0232) 75522.

Autumn Riding Courses
In golden September and October, Trail Riding and Pony Trekking for school groups in the Brecon Beacons National Park. Bunkhouse accommodation with first class facilities. All standards of riders, ages 5-17. Weekends, mid weeks, weekdays from £20.00 plus V.A.T. Brochure 04974 600 (24 hr. service)

Cadogan Trail Riding Farm, Velladur, Three Cocks, Brecon, Powys. (0303)

School year ends in a mess

The Israeli school year ended with a bang as teachers cut classes and imposed other sanctions in an effort to force the Government to withdraw or cancel the 1,800 dismissal notices sent out as part of the austerity measures designed to cure the country's ailing economy. However, the teachers did not carry out their threat not to hand out end-of-year report cards.

The Education Ministry, sorely pressed by a purposeful, budget-cutting Treasury, left the dismissals in force, and the larger of the country's two teachers unions, the Histadrut (kindergarten and primary school teachers), declared a "labour dispute", a move that legally enables the members to strike at the start of the coming school year, which begins on September 1.

Apart from the dismissals, the Government, by unilateral decree, has decided in order to save a further \$40 million to postpone by one year the implementation of various parts of the Ezioni Commission recommendations.

The Commission in 1979 recommended upgrading teachers' working conditions and pay, and successive governments have endorsed and partially carried out these recommendations.

Both the Histadrut and the Secondary School Teachers Association protested against this decision and the budget cutting measures instituted by the Government.

During the final months of the last school year, the Histadrut had attempted to negotiate with the Government a postponement of the implementation of the Ezioni recommendations as a means of warding off the dismissal of teachers. Now the Government has both imposed the postponement and gone through with the dismissals.

The Histadrut has decided not to reopen talks with the Government until the administrative decree of postponement is lifted.

Meanwhile, the Secondary School Teachers Association, which reached agreement with the Education Ministry to postpone the implementation of the recommendations in exchange for the dismissal of only several hundred untrained teachers, has blamed the Histadrut for what has happened by "putting the idea of postponing the implementation of the recommendations into the ministers' heads".

Benny Morris

Opening a window on the 'real world'

CANADA

Alberta's curriculum will stress politics and economics. Les McLean reports

Second languages, music and art have been given less time in a new Alberta curriculum designed to prepare students more for the "real world".

The emphasis will be on the economic and political role of Alberta in Canada and the world. A sophisticated system is envisaged to enable students to deal with "Japanese traders and European moneylenders".

More time will be devoted to English, mathematics, social studies and the sciences by 10 to 15 per cent of

available class time altogether.

A career and life management course will be mandatory for 12-year-olds, and locally-developed courses, called "exploratory subjects", will no longer be permitted.

Some options will still be available to high school students, but the Minister of Education said: "We are going to prescribe the appropriate range of choices." To emphasize that "we" meant the elected representatives, the Premier offered the opinion that the direction of schools had to be taken from the hands of the "experts".

Embedded in the comprehensive reform proposals is a plan to make social studies mandatory throughout high school. This will be a new programme emphasizing Canadian economic history, including "regional alienation". The Premier, Mr Peter Lougheed, specified that the programme was to have a factual basis. "The whole question of history is surely one of facts", he said. "There is far too much discretion today in social studies".

It was widely understood that, in making this statement, the Premier had in mind a social studies teacher in a small Alberta town who is currently on trial for willfully promoting hatred against Jews.

The teacher, Mr James Keegstra, admits telling his students that the holocaust either did not happen or was exaggerated, and that there was a Jewish conspiracy to take over the world, and also giving students high marks on essays when they repeated these messages.

Mr Keegstra taught in the same school from 1968 to 1982, and was serving as mayor when he was fired by the school board.

He maintains that his teaching fell well within the provincial social studies guidelines. The reform aims to counter studies ideas with a series of "ethical studies" programmes to be included among a minimal number of options starting at age 12. The programmes were recommended by a provincial task force set up after the Keegstra case became widely known.

The curriculum reform continues a trend in Alberta that has seen mandatory graduation examinations reinstated and the passing mark in senior high school raised from 40 to 50 per cent.

In an effort to provide an even greater challenge to students, a complete transcript of the students' marks is to be printed on the back of the graduation diploma.

Mr Keegstra taught in the same school from 1968 to 1982, and was serving as mayor when he was fired by the school board.



Need to compete with equals

Howbury Grange -myth-making and false heroics

Sir - We have read with dismay yet another article about our school (TES, July 12). It is true that a handful of staff have attempted to circumvent the industrial action taken by the majority. A few others have merely stuck to their normal duties or followed the instructions of their non-striking union.

To imply that those who take industrial action are the primary cause of problems in the school is to obscure the real issues. These are of a professional rather than an industrial nature. It was not our intention that such matters should be put to the general public via the media. However, we now feel that the level of distortion of the facts at Howbury Grange requires a response.

May we offer a sample of our concerns (arising from the recent press).

1. For the past 18 months the staff have continued to teach, prepare lessons, mark work, engage in new initiatives, deal with pastoral problems, etc. for the vast majority of their contracted time. Their reward: to be accused of making the headteacher a "union whipping boy" (Daily Express, July 9), of setting a bad example to the pupils and of neglecting their teaching.
2. The claim (Daily Express, July 9), that "not one pupil has missed a single lesson" is absurd. Pupils have voted with their feet: absenteeism during strike action has been as high as 35 per cent.
3. The credibility of any description of Mr Mitchell-Lambert, the head, as a more caring teacher than the rest of us (a constant theme in the press over the last 12 months) really has to be called into question when considering the school's reliance on the use of corporal punishment. Not only is its incidence very high, but the headteacher also has referred to the European Court of Human Rights (as reported in the press last year). Whatever the rights and wrongs of these cases they remain symptomatic of the high level of confrontation that exists between headteacher and pupils/parents.
4. Similarly, it is our view that the poor staff relations in the school are symptomatic of a preference for staff confrontation. Again, an unnecessary public example has been made. Two senior staff appointed by the head, Mr Williams and Miss Carroll, having attended some out-of-school-hours meetings during industrial action - against union advice but in the interests of management - have been branded "ring-leaders" (Daily Express, July 2), been deemed guilty of "misconduct" (Daily Telegraph, July 3) and denied the right to reply to the first stages of a disciplinary proceeding.

Those who initially gave interviews and passed detailed information on to the press have contributed to the theatre of false heroism, personalized antagonism and myth-making that has accented the division and mistrust in our school. We are quite willing to press our case and have prepared a full statement. It would be heartening to think that there will be no more attempts to prejudice a balanced discussion within the channels which are already open.

JANETTE RUOCCO
(on behalf of 31 staff)
Howbury Grange Technical School,
Bexley
Kent

Fault of the unions

Sir - With reference to your report concerning the problems at Howbury Grange School (TES, July 12), I agree with the "inclination" of your report, but have no doubt that the joint action of the NAS/UTW and the NUT, (a novelty in its own right!), is the result of the usual unreasonable behaviour of these unions.

However, I am puzzled by the fact that this type of "major row" is not "fermenting" in many more schools.

Could it be that the headmaster, Mr Ian Mitchell-Lambert, has certain qualities that your reporter has yet to discover?

I wait, in anticipation, for a report on these qualities so that headteachers throughout the country can acquire them, and even more discontent can manifest itself in our schools.

GERRY MISELDINE
Ash House
Kings Arms Lane
Polebrook
nr Peterborough

Not the first

Sir - I note that the Independent Schools Microelectronics Centre (ISMEC) has stated that pupils should be taught the limitations of computers, in what is claimed to be the first policy statement ever on the place of computers in the school curriculum (TES, July 12).

The Associated Examining Board researched the needs of employees in industry and commerce, with regard to computing skills, some time ago. The AEB's conclusions concur with those of ISMEC in this respect.

Although programmers will be required, a greater number of employees will need to understand the uses to which computers can be put rather than being involved in writing the programs.

The outcome of the AEB's research was to introduce a basic test in "Computer Awareness" in consultation with employers, and this was examined for the first time in May. Although the ISMEC statement may not be the first, it is to be welcomed. Far too often, that which is new is seen as a panacea. However, usually the solution lies in the sound appraisal of all of the information available. ISMEC has done this and reached a sound conclusion.

G R G TURNBULL
Industrial Liaison Officer
The Associated Examining Board
Wellington House
Aldershot
Hampshire

Statistical tricks

Sir - Your correspondents (TES, July 5) who wrote about my article, "Better schools or better stats" (TES, June 21) have mistaken my intentions. I was careful to say that the A level figures I provided might themselves prove nothing. My aim was to draw attention to a trick that was first used by the Communist Party in its statement on "The Comprehensive School" in 1978, repeated by Giles Radice at the National Council for Educational Standards conference last January and performed again by the authors of the White Paper, *Better Schools*.

The trick is to observe that the percentage of school-leavers from maintained schools with two or more A levels doubled between 1962 and 1968; then to select the year 1965 as a base and truthfully disclose to an unsuspecting public that there has been a marked improvement since 1965. To be effective it is necessary to conceal the facts that (a) nearly 70 per cent of the increase occurred before 1965, and (b) nothing happened after 1971, except for girls catching up with

Equally unfair

Sir - Simon Donaldson, spokesperson for Salisbury and Dorset Campaign for Comprehensive Education, has learnt nothing from comprehensive reorganization outside Salisbury (TES, July 12).

He refers to selection at 11 as most

Turtle environment

Sir - May I add a note to Celia Hoyle's comments (TES, July 12) on Jerry Wellington's article, "Testing Turtle" (TES, June 21). Not only should we criticize Logo in order to "de-bug" our educational use of this powerful tool; but we must also criticize the computer environment in which it is used. We must not assume that difficulties experienced by children are a product of the computer language in use, they may well be artefacts of the particular items of machinery they are using. Examples of questions which require addressing are:

- Is the microcomputer with its flickering screen and typewriter keyboard well matched to the skills and abilities of children? Or are there, currently available, better ways of providing access to the power of the micro-processor in the classroom?
- Should a physical turtle be used to write a large screen graphic display? Or has its tridimensionality something unique to offer? And if so, what physical form is the most pedagogically powerful?
- Are there aspects of the current mathematics curriculum which interfere with the learning of turtle geometry? (For instance the perception of internal angle established when learning "shape" vs the external viewpoint

needed for correct choice of "heading").

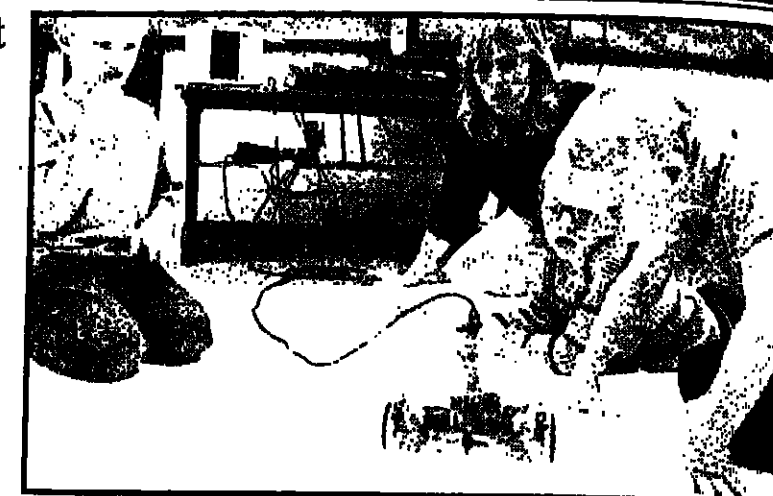
Now that the British microcomputer industry has sunk into oblivion, (having made a total hash of the opportunity handed to it on a plate by the DTI) the commercial pressures on education may be receding, this opens up the possibility of properly developing microcomputers for educational use, rather than have education exploited as a "home market" for the products of "hype tech" industries (as has been the case to date).

The type of machine to grow out of education will, I suspect, be very

Serious application

Sir - Tony Evans' article on "Applying oneself" (TES, Talkback, July 12) made instructive reading. He may, perhaps, be glad to know that at least one teacher-training institution takes the problem seriously. Westminster College, Oxford, where I have just completed a four-year BEd course, gives its students a thorough grounding in all aspects of the application procedure, including the composition of c.v.s and letters of application.

The idea of practice applications advocated by Mr Evans has been carried to a high degree of authenticity, interviews being conducted by local headteachers and videotaped for



needed for correct choice of "heading".

subsequent discussion. When the time comes to apply for real posts, no student need feel unprepared.

The other side of the coin, however, is that schools and local education authorities do not always make it clear what they require of the applicant. There are two distinct methods of application in common use, some schools requiring an application form and others a c.v. While this is not a problem in itself, many schools found the applicant by failing to mention in their advertisements that an application form is necessary. The candidate hopefully sends off a c.v. and letter of application only to find an application form arriving through the post several days later - usually by second-class post, so that it cannot be

returned before the closing date.

The design of the forms themselves is hopelessly inadequate - I received one today which required me to fit my nine O levels, one CSE and four A levels (with boards, grades and dates) into a space measuring 6 x 1.7 cms, and others are only slightly more generous. Often one can barely find room on the form to write "insufficient space given - please see c.v."

The situation described by Tony Evans is certainly to be deplored, but let us not forget that employers, as well as applicants, may sometimes need to put their house in order.

FIONA GREENAN
86 Lonsdale Road
Oxford

Rupert Bear

Sir - Is the influence of Rupert Murdoch on Times Newspapers so strong that you find it necessary to describe Humphrey the Balliol Bear as a koala (TES, July 12)? It is quite plain from your photograph that he is just an ordinary teddy.

PETER BARNES
21 Hammer Road
Simpson
Milton Keynes

Poly admissions

Sir - I am anxious to dispel any rumours to the effect that polytechnic admissions tutors will deal with applications on a "first come, first served" basis when the Polytechnics Central Admissions System (PCAS) begins its first admissions cycle this autumn for entry in September/October 1986.

In the absence of any previous experience of working within a coordinated scheme, such as that offered by PCAS, admissions tutors will, in the first year, be operating under some difficulty. For example, they will not know the total number of applications they will receive and they will be unsure of how many offers to make in relation to the places available.

Some may be tempted to work as quickly as they can and fill up courses as soon as possible (although that in itself will be a difficult judgement to make); some may indeed wait until all the applications are in and then make decisions, although this too would be unsatisfactory, in that it would not only prolong the period of uncertainty for applicants, but would also be unhelpful to other polytechnics. It would, of course, be inequitable if those who were to apply shortly before the December 15 deadline, and therefore perfectly within the rules of the system, were disenfranchised, simply because all decisions had already been taken.

The PCAS operations manual, to which all polytechnics will be working, advises admissions tutors that all applications received within the appropriate timescale should receive equal consideration and that offers should be paced to take this into account. PCAS is receiving invaluable advice from UCCA on how this can be achieved but it will not be until the second and subsequent PCAS admissions cycles that polytechnic staff will be able to plan their pattern of offers with real security.

M A HIGGINS
Polytechnics Central
Admissions system
PO Box 67
Cheltenham
Gloucestershire

plus as socially divisive. How many comprehensive schools has he visited? Has he never noted that comprehensive schools stream, set and band their children in a deplorably divisive fashion?

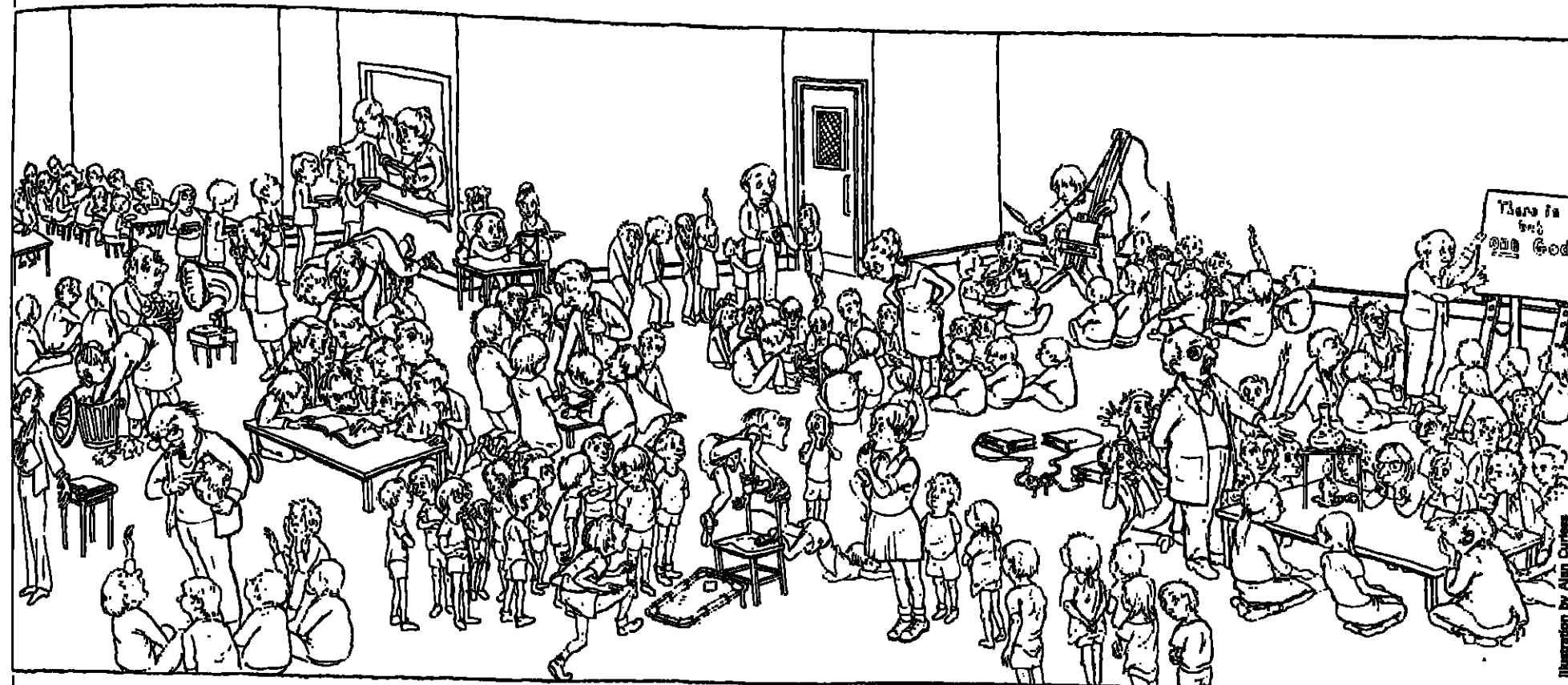
BEVERLY SHORE
University of Durham
School of Education

unfair. Whether this is true in Salisbury depends on procedures followed. But I wonder if it is any more unfair than when, as a consequence of entry to school being dependent on nearness to school, children from posh suburban homes attend posh suburban comprehensives.

Donaldson also describes the

FEATURES

More for less



Elizabeth Marley reports on attempts to make the most of education budgets through stricter financial controls

Education's spending power is falling in real terms - local education authority budgets in England and Wales next year are expected to rise by only 3.8 per cent compared with an inflation rate of around 7 per cent. And though this is offset to some extent by falling rolls, it is clear that there is little in the kitty to tackle the £500 million backlog of maintenance and repairs revealed recently by the Audit Commission.

With L.E.A.s spending something like £12 billion on education and many secondary schools having budgets equivalent to fair-sized commercial undertakings, there is considerable scope for some of the sophisticated methods of financial control used in industry. The average secondary school has a turnover of £800,000 and a full-time staff of 51. And larger schools like Hinchingsbrook in Huntingdon may have a turnover of £1.5 million, 1,800 pupils and a full-time staff of 50.

A business of this size needs expert financial advice, especially at a time of economic constraint, according to a leading firm of chartered accountants and business advisers. "It is an age when you need professionalism in all aspects - financial, managerial and legal," says Cecil Buckett, chairman of the Schools Group of Deloitte Haskins & Sells. More for less is the ethic of the day and "it can be achieved through efficient business procedures, financial controls and cost efficiency."

The recession has imposed strict financial discipline on trade and industry; companies have had to cut back and become more efficient to

survive. In the UK, small businesses have been folding at the rate of 2,000 a week, largely because, lacking the right kind of management information and financial control, they run into cash-flow problems and lose the confidence of their bank managers.

It can happen in education too: last autumn saw the sudden death of Lucton School in Hereford which shut with only six days' notice because the bank foreclosed. The same financial crisis is now biting into maintained and independent sectors alike and a strictly professional approach to management is called for.

Headteachers of independent schools are learning to think in terms of income and expenditure; break-even point and cash flow. This could lead to radical changes in the curriculum as the cost of teaching each subject is worked out and weighed against the school's income.

The maintained sector will have to adopt more efficient management structures - leading pos-

sibly to the delegation of financial control from central council offices to individual schools. And all schools and L.E.A.s will need management information systems to provide the benchmarks against which the cost-effectiveness of such services as catering and cleaning, and the curriculum itself can be measured.

Deloitte believes that its experience in sorting out business crises is now directly relevant to education. It has applied classic business techniques to clients in the independent sector with notable success and is now moving into maintained education.

For over 100 years the firm has audited the accounts of the big public schools - Eton, Rugby, and Harrow. Altogether it has more than 50 independent schools on its books. In the maintained sector, it audits 16 local authorities including four L.E.A.s, and its management consultancy has carried out special studies on catering, cleaning and maintenance costs.

Over a year ago Deloitte's formed a Schools Group to co-ordinate its educational expertise. The firm appointed Jack Springett, former county education officer for Essex, as education adviser. "Our experience in maintained and independent education makes us a clearing house for the best ideas and practices," says Tony Hazell, a partner who specializes in local authority audits. "A lot of cross-fertilization is possible."

A few years ago Deloitte's was approached by an independent school which had run into trouble. The firm drafted in a team of two management consultants to examine the finances of the school. "We studied income and expenditure and covered every area - teaching and non-teaching costs - in a bid to identify possible areas of cost saving," says Layla Fanous, the economist on the team.

"We collected information on the marketplace within which the school was operating - found out what other schools were offering; what they were spending on catering, cleaning, dormitories, etc; how many special subjects they taught; and how well they were doing."

Armed with this data, Deloitte's was able to assess the efficiency of the school, comparing its costs and achievements with those of competitors. At the end of the exercise it produced a five-year plan showing the school what it had to achieve in fees and cost savings to remain viable. The plan recommended that more emphasis be put on marketing the school, and that there should be changes on the board of governors to give the head access to a better mix of expertise - financial and legal.

Finally, the Deloitte team drew up their recommendations into a formal business plan and went to the bank with the governors to arrange a refinancing deal. The bank manager accepted the plan as a viable proposition and refinancing was

implemented over the next year. "Now, three years on, the school is doing extremely well," says Ms Fanous.

Deloitte's experience in independent education has been published in a number of papers. The firm is now planning a much more ambitious publication of costs comparisons which will establish benchmarks against which schools can measure their efficiency.

"The idea is to break down the cost of running a school into discrete sections and to establish, by means of a questionnaire, what individual schools spend on each area. Finally the results will be codified and published in statistical form to show what is the average:

- Food cost per pupil.
- Cost of an English lesson per pupil.
- Cost of a specialty subject per pupil - Greek for example.
- Dormitory cost per pupil.
- Cost of sports facilities per pupil.
- Administrative costs per pupil - support, cleaning and ground staff per pupil.

This data, subdivided into sections for day schools, boarding schools and mixed schools, will form the basis of a management information system. Heads will be able to look at the cost of a particular subject and say: "We are well above the benchmark. Should we drop the subject and save, or does the ethos of our school justify the extra spending?"

Accepted benchmarks could put school spending on a sound business footing and foster the right relationship between the head and his advisers. "It is the governors' and head's prerogative to decide on the policy of the school, its curriculum, ethos and priorities," says Cecil Buckett. "It is the job of the financial adviser to make sure that they make informed decisions, based on an accurate assessment of the financial consequences."

In the maintained sector, the Chartered Institute of Public Finance and Accountancy (CIPFA) compiles annual statistics on L.E.A. spending, but there is no systematic data on individual schools' costs, though some research suggests that even within the same authority, costs per pupil in some schools can be two or three times those in others.

Where benchmarks do exist - resulting from special studies by the Audit Commission into non-teaching costs - they suggest that considerable savings can be made. Cleaning costs alone, which amount to £100 million a year, vary dramatically from school to school: from £28 per pupil per year in the most cost-effective school to £100 per pupil in one London borough.

The Audit Commission called in Deloitte's management consultancy to carry out a study on non-teaching costs. "It was our first really big educational job on the consultancy side," says consultancy manager Jim Shoemith. "We dedi-

cated a team of four to a six-month study on the ways and means of cutting costs."

The team took a sample of 12 good L.E.A.s and studied how they did it, visiting over 100 schools. There was one school with a very high cleaning bill where cleaners turned up for duty at 3pm, but since school did not break up until 3.30 the cleaning shift started with a 30-minute tea break.

"This kind of waste is often typical where there is no immediate control of spending," says Jim Shoemith. "But delegate financial control to the school, give the money to the teachers and let them deploy it and you create an incentive to save."

Financial delegation is being tried out in Cambridgeshire and it works. "We talked to the teachers involved and they are all very enthusiastic," says Jack Springett. "In one school the staff volunteered to cover absences so that funds earmarked for supply teachers could be used to buy a computer." In similar vein, savings of £70 per pupil per year on the cleaning bill could double a school's textbook allowance.

But savings of this order could prove to be insignificant compared with those to be made in the area of teaching costs which account for 70 per cent of educational spending. And accountants believe that if the principle of costing each subject is established more resources will be better deployed. Established benchmarks could clarify the financial issues surrounding curriculum decisions, for example. They show the high cost of specialty subjects with P.T.R.s of 5 or 6:1 and raise

the question: given that a set amount of money is available how is it best deployed?

● In providing the school with a third language for a small number of pupils; or

● In boosting the numbers of pupils taking a first language from say 20 to 30 per cent; or

● In trying to raise the bottom 20 per cent of students in maths to a higher level?

Some schools may decide to put the emphasis on the core curriculum at the cost of reducing the range of educational opportunities they offer. Others may stick to their specialties. But both will know from the outset that extra spending in one area has to be balanced by cost cutting elsewhere.

"Politicians and administrators take educational decisions often without knowing the full money costs," says Jim Shoemith. "By providing a comprehensive management information system, with benchmarks for all teaching and non-teaching costs, accountants can make sure that these decisions are taken in the right financial perspective."

'Delegate financial control to the school and you create an incentive to save'

The full course

Virginia Makins bids farewell to the creator of a major landmark in the development of comprehensive schooling



Stantonbury Campus is the progressive Milton Keynes comprehensive that has survived local doubt and criticism without provoking crisis, and now stands as a working model for visitors from all over the world. The man mainly responsible for it - Geoff Cooksey - was appointed director in 1971, and is now retiring.

These days Stantonbury consists of two comprehensive schools, with shared resources and sixth form; a music centre; a leisure centre with swimming pool and bar and sports facilities; a well-equipped small theatre, a special school for deaf children, shops, and a golf course. The campus now caters for 3,000 pupils and 12,000 adults each week.

Cooksey seems an unlikely architect of such a complex enterprise. His management style is bear-hugging, open-house, let's all have a glass of wine. His talk is full of well-worn aphorisms, anecdotes, sporting metaphors and quotations.

His office is open to a stream of people - parents, ex-teachers, ex-students, senior and junior teachers, caretaking staff, a group of 13-year-olds who have lost their maths teacher, all of whom either help themselves to coffee, pull up a chair to the round table, and join in the chat, or (in the case of senior staff) shrug somewhat despairingly and rapidly disappear.

In some ways, Geoff Cooksey had a most enviable job. He was appointed in 1971, when times seemed expensive, and he was given three years to plan the enterprise before the first 300 pupils arrived in 1974.

He could hand-pick staff, and was able to appoint 15 of them six months before the school opened to develop the curriculum and resources. And he had a talent for picking good creative staff and making it possible for them to put ideas into practice.

But as it turned out, life wasn't that easy at all. The OPEC crisis, the Great Debate about educational standards, the New Right in Conservative councils, and a slower growth in student numbers than had been projected all affected the new school.

established and more traditional places down the road.

But Cooksey kept his nerve, invited critics in for a glass of wine, and refused to compromise. Now familiarity and good exam results have made Stantonbury much more acceptable to parents.

Cooksey came to Stantonbury after a spell at the Schools Council, where he was involved in a wide range of curriculum projects. He was also able to travel the world, collecting ideas about school building and curriculum, at a time when educationalists here and abroad were hoping that progressive ideas would begin to influence secondary education. Before that, he had been the head responsible for turning a grammar school in Derbyshire into a comprehensive.

He now says that Stantonbury was based on "five over-so-simple naive ideas", all of them designed to deal with the major issue of "how people, teachers and institutions, get themselves tied up in habitual attitudes."

The five ideas were about place, time, teamwork, resources and relationships. Of these, Cooksey's greatest triumph, in the view of those who have worked with him, was relationships.

At Stantonbury, all staff and students are on first name terms. Cooksey decided on this, even though it might seem to be "trespassing on the trendy", because he believed it was a statement to pupils about the kind of relationship that was intended.

The first names, more than anything, risked unwelcome exposure and publicity for the school. Parents I talked to, who had been used to more formal schools, said they had been horrified at the idea. But now they - and the teachers and students I talked to - seem to share Cooksey's view that first names are a wonderful curriculum tool. "They take all the steam out, all the patronage out, and put teachers on a different footing with themselves," said Cooksey.

A sixth-former, who came to the school recently, defined the difference the first name atmosphere made to him. "It's easy here to meet the personalities that you want to meet on the staff. You know people inside out."

school we didn't know the teachers well enough to know what they could offer us."

Cooksey's ideas about place called for buildings which were open to the community, and promoted co-operation between teachers. Thomas Hardy provided the key text: "Casterbridge was the complement of the rural life around; not its urban opposite. Bees and butterflies in the corn-fields at the top of the town, who desired to get to the meads at the bottom, took no circuitous course, but flew straight down High Street without any apparent consciousness that they were traversing strange latitudes."

The campus consists of smallish single-storey brick buildings with inter-connected classrooms, some without doors, round shared resource and study areas. "We decided that people should enjoy the climate and get wet", he says. "The alternative was three or four storeys and long corridors."



Geoff Cooksey and the school that grew to include a golf course and a leisure centre

Everything is carpeted - for Cooksey carpets are "curriculum tool number one." He believes that softening the hard edges of classrooms, and damping down noise, allow for much more civilized learning. Having designed the place, time was organised to allow as much variety of teaching and learning as possible. Lessons lasted a minimum of 1 1/4 hours. Much more unusually, students and teachers spend one whole day each month and one whole week in the year at Stantonbury on an enormous range of projects - academic, sport, drama, visits, travel, and community work.

The curriculum was designed to promote teamwork between teachers in different subjects. One early decision was to put in a large automatic telephone exchange. Science and humanities were integrated up to O level, to limit options choices at 14, and to break down subject barriers.

Printing equipment costing £20,000 was installed so that teams of teachers could produce their own resource, as professionally as possible. "No-one could say: 'We'd like to do that but we haven't got the resources'," says Cooksey.

As with other schools organized on similar lines - notably Countesthorpe in Leicestershire and the Sutton Centre in Nottinghamshire - Stantonbury soon hit trouble, hostile headlines in local papers, and plenty of muttering from Conservative county councillors.

Cooksey was lucky in his Buckinghamshire education officers - Roy Harding, the county education officer, who quietly staved off the crisis until results began to speak for themselves, and the enthusiastic Tim Brighouse, now Oxfordshire's CEO, who was involved in the planning.

It was helpful working with the new city's development corporation, who were there to look at the whole range of social needs, not just education. And county councillors were, up to a point, prepared to believe that Milton Keynes' needs might be different from those of Beaconsfield or Aylesbury.

But Cooksey's personality was also crucial to the survival of the school as he had planned it. Where other community school heads worried about ambiguous relationships - between education and other services, or county and district councils - Cooksey almost welcomed ambiguity as a further incentive to sharing and teamwork.

Where teachers in other schools felt they had to confront and answer hostility and criticism, Cooksey persuaded the Stantonbury staff to ignore them. "We avoided publicity, and treated our critics as jolly good fellows who didn't understand. We kept asking them: 'In we didn't set out to be missionaries. Missionaries get eaten.'"

Cooksey believes that the best way to help established schools that want to try to free themselves from habitual constraints and attitudes, and review their curriculum and teaching, would be to provide floating teams of experienced teachers who could come in and take over some of the work of a school for two or three terms. Then existing staff could work full-time on curriculum development and the production of resources.

He says he finds it odd that all the secondary schools he has known have been "a pleasure to work at, full of enthusiasm and fun. But the image of secondary education is that it's monstrously dull, harsh, brutal on occasion, and not fulfilling its function."

He is concerned about the present trends to centralize curriculum decisions, believing that there's a real danger that heads will simply become executives of policy made elsewhere. But he also believes, optimistically, that there will still be scope for schools with a clear idea of what learning is about, and how to promote it.

"Secondary education is a bit like Grand Prix racing - just when you've got a model that's a winner, they change the rules and you have to start again", says Geoff Cooksey.

Dear Sir Keith

An open letter to the education secretary

I am the headmaster of a mixed comprehensive school of 900 pupils. We are fortunate in that our parents have confidence in us and our pupil numbers have remained high.

However, at the end of a long, stressful and difficult school year I do not view the future with much optimism. My teaching staff are gravely disillusioned with the current position in the pay negotiations and in particular with the intransigence in your own attitude, which appears to them to ignore totally the relative decline in teachers' pay and, even more important, the extent to which teachers have, year in year out, subsidised the state system by their goodwill, energy, and commitment. My colleagues are also dismayed by the apparently hypocritical attitudes of the Government with respect to many recent educational initiatives which have been launched without a corresponding commitment to provide the necessary funds to achieve goals which most would agree are indeed laudable. The special needs legislation is but one example.

You will, no doubt, respond by saying that on behalf of the nation your Government now spends more on education than ever before and that talk of cuts is merely anti-government propaganda. The only facts I can speak of with certainty are those relating to my own school. Included among those facts over the last five years are major staffing cuts (both teaching staff and auxiliary staff) even though our roll has risen slightly, a capitation allowance which is shrinking in real terms year by year, cuts in caretaking, cleaning and maintenance, an increasingly shabby environment with respect to decoration and furnishings, and more children with learning difficulties coming up from feeder junior schools

as a consequence of cuts in remedial teaching, classroom helpers etc.

These cuts have been forced upon a Conservative local authority because of the public spending policies pursued by the Government in which you are a minister. Over the years Hertfordshire had built up an enviable reputation for the quality of its education system, a system well supported by parents and one based on relatively generous spending policies. The financial restrictions and penalties imposed by your government have dealt that system a series of major reverses.

In a speech recently delivered to an audience at a nearby public school your colleague, Lord Hailsham, comparing state to private education, claimed that independent education is still better. He advised opponents of public schools to concentrate on improving the public sector and to credit parents who pay for independent education with saving taxpayers an estimated £310 million a year. Such denigration of the state system (common in certain sections of the press and the establishment) is hardly conducive to buoyant morale among state school teachers, especially when like is not being compared with like.

The independent sector is, by large, better financed than the state system, can generally pick its pupils from among the academically able, better off and more highly motivated segments of the population and can exclude at will disruptive or disaffected pupils in a way utterly denied state schools who must attempt to educate all who present themselves. If, indeed, £310 million is spent by taxpayers on independent school fees, some might say how much better would it surely be if such money are available to all the nation's children (via taxation) rather than only to the

already privileged few.

At present the cost per pupil of providing secondary education through local authorities is a little over £1,000 per annum. A quick check with local independent schools reveals fees for day places and roughly double at approximately £2,000 per pupil per year. Yet the independent schools are not castigated by you (or the Government of which you are a member) for profligate use of resources or for bad management or for spending excessively on administration which are some of the assertions which have been made about local authorities when they have complained about the unrealistically parsimonious allocations of money received via the rate support grant.

If £2,000 per pupil per year is needed to achieve the quality of provision your colleague, Lord Hailsham, so admired at Merchant Taylors' School, why are you not agitating for comparable sums to be spent on state schools? After all, your main duty as Secretary of State is to promote the education of the people of this country. As things stand the state sector is declining as a consequence of decisions made by you and your cabinet colleagues. How can that be judged to be consistent with your prime obligation?

I have no doubt that, in replying, you will draw attention to the many initiatives for which you have been responsible, and that you will assert that you care passionately about achieving higher quality and higher standards in the state sector. Many teachers, I am sure, agree with and support many of those initiatives. However, all these things are being added to an already hard-pressed system, with little indication given as regards what of our existing commitments we may put down in order to embrace the new.

Schools are exhorted to add new subjects to the curriculum, but if we are then forced to drop some of the old we are accused of lowering standards. Worthwhile but time-consuming new development such as profiling, greater parental involvement, and industrial liaison are demanded, yet if traditional examination results dip then once again we are pilloried.

In fact, as you will know, examination results have steadily improved over the years. Nevertheless, society regularly presents us with a wider range of social and domestic problems embodied in its children, demands more of us in terms of commitment and professionalism, yet seems unwilling to give us the adequate means to do the work. Is it any wonder that morale is low and that I and my colleagues often feel a sense of despair.

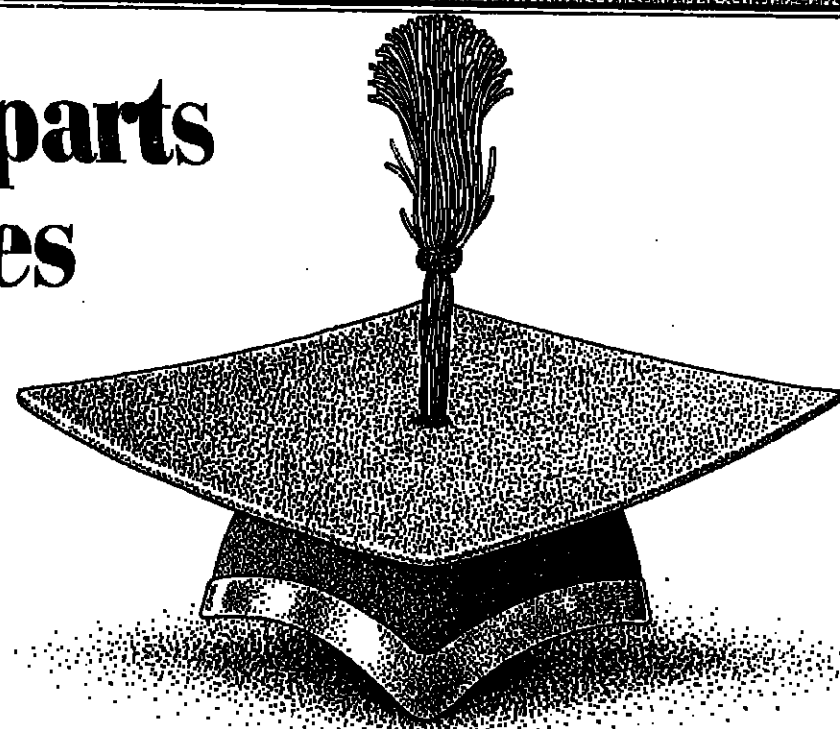
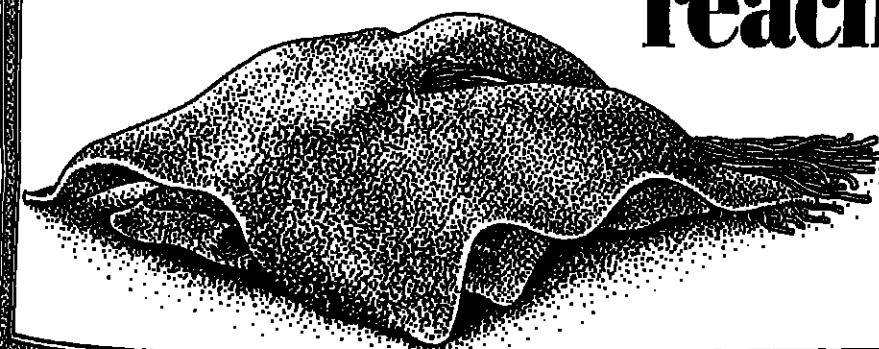
Although the cause of the present dispute is ostensibly pay, more is at issue than the serious erosion of our pay levels. What else, other than a sense of frustration at a government which demands more of its education system at the same time as it denies the local authorities the means to sustain that system, would unit a generally conservative and traditionally un-militant profession in such a sustained withdrawal of goodwill as has taken place since the winter?

It has always seemed to me a just principle that what the good and wise parent would wish for his children, the state should want for all of its children. As Secretary of State for Education you are, in a sense, the father of the nation's children. I am assured by those who have met you that you are genuinely concerned for the education service. Why then, both with respect to teachers' pay and with respect to the level of resources available for education, do so many of your words and actions frustrate the achievement of a proper level of pay for teachers and create obstacles to the achievement of a confident, successful, highly esteemed state education system?

Yours sincerely,

Haydon Luke
Headmaster,
Roundwood Park School
Harpenden, Herts.

Refreshing the parts other courses do not reach



Bored teachers are bad for children says Graham Williamson

There is much talk of increasing in-service education for teachers. What is a little worrying is that the tone and the context of this talk may be missing one of the most important functions of in-service work - professional refreshment.

At a time of economic stringency there are inevitable calls for rational planning and even for payment by results. In such a climate it is difficult to justify something so apparently vague as professional refreshment. When the case for certain kinds of in-service training are clear beyond doubt the less obviously essential cases run the risk of being prioritized out of existence. The need to create teachers who can sharpen the nation's competitive edge may blunt the case for sharpening-up some of our existing teachers.

But dull teachers are one of the resources we cannot afford to maintain. We cannot simply get rid of them. Most have at least enough cunning to survive almost any system of staff appraisal. We have to do something for them which will improve their self-image and their public performance. We need the element of professional refreshment that was a feature of the refresher courses that local authorities ran in the 50s and 60s.

Among the aims of in-service training are:

- improving current performance and remedying weakness;
- preparation for change, new responsibilities and advancement;
- trying out new methods and techniques;
- enhancing job satisfaction; and
- providing rest, refreshment and stimulation for the exhausted, jaded and cynical.

The initiatives and improvements in the INSET world in recent years have almost all concentrated on the first three items and if they are effective they may well enhance job satisfaction. The final category of aims remains unaffected.

Exhausted, jaded and cynical teachers, almost by definition, do not wish to improve their current performance. They do not welcome change or responsibility. They do not wish to try out new methods and they have given up trying for promotion. Some may have tried for in-service training and been refused. Others may have been disappointed by earlier experiences.

They are, in some opinions, suitable material for pruning. One hears comments that their

removal would clear the profession's mind wonderfully. This is a dubious thesis. One must wonder how such teachers became the way they are. Unless circumstances change their removal may merely expose others to the same fate.

Pruning is an admirable way of encouraging growth in healthy shrubs. It does nothing for undernourished subjects.

Exhausted, jaded and cynical teachers are not necessarily bad. They often do an honest job within the allotted hours. They frequently do jobs their more ambitious and successful colleagues studiously avoid. They are almost always good union members. They will not easily be dismissed for incompetence.

What such teachers manifestly need is rest, refreshment and stimulation. They need taking away from their immediate preoccupations and returning refreshed. This is what refresher courses used to do.

A good refresher course should be fun but it must not be a skive. It should be a judicious mixture of entertainment and education. It needs a pleasant environment and good food. These

should be a balance between in-puts, exercises involving the participants and time for gossip and serious debate. It needs a purpose which is broad enough for all the participants to develop individual enthusiasms. It should not set out to be intense but it needs to stimulate vigorous argument and serious self-examination. The disco or the afternoon walk may be every bit as important as the lecture or the workshop activity but it would be a disastrous course that fostered the latter at the expense of the former.

Such ideas may sound naive today. They will need careful explanation to local politicians who see no case for running paid holidays for teachers. They are justified on the simple grounds that bored teachers are bad for children and such activities are cheap ways of making them less so.

It may be difficult to rejuvenate the refresher course in an atmosphere concerned with specific issues, accountability and control. Those concerns are perfectly proper but they leave out a group of teachers who need help and for whom a responsible education service should be concerned.

Graham Williamson is the in-service coordinator at Bradford and Ilkley Community College.

Finlay J Macdonald

An Admirable Woman. By Arthur Cohen
Corgi Press £8.95
What's to Become of the Boy? By Heinrich Böll
Secker & Warburg £7.95.

In my experience, when foreign guests are present, after-dinner conversation in Germany often turns to apology for the horrors of the past, to a statement of dissociation from the grim legacy of the Thirties and the war which inevitably followed. Contemporary consciousness copes uneasily with acceptance of the events that gave German history so sinister a turn, and authors on both sides of the Atlantic continue to use the Third Reich as a backdrop to their several fictions.

An Admirable Woman belongs in this category and is especially distinguished. Inspired by Cohen's friendship with Hannah Arendt, it is presented as the autobiography of an elderly scholar, whose rigorous self-analysis and astute exploration of her own past and persona are induced by a tribute to "wholly admirable" — expressed during a discussion of her appointment to a professorship in an American university. This she proceeds to question. Either compared unfavourably in her early years with an exemplary brother or altogether ignored by insensitive, conventional parents, who "come late in life to Heine and never to Hölderlin" and whose main ambition it is to be assimilated into the Aryan community of Charlottenburg while the clouds of Nazism are gathering ominously, Erika Herz, faltering identity is saved by the intervention of a loving, religiously orthodox uncle, tellingly named Solomon Klarsicht, and by the impact made on her yet unborn personality by an eccentric, refreshingly foreign, Russian violin teacher, Erika, whose massive brain and large, pendulous nose recall her Victorian predecessor, goes on to study French and German political philosophy (she became an intellectual, she says, because she is harassed and confused, because she wants to understand her parents' values) and marries a Gentle professor of art history considerably older than herself. After the agony of choosing voluntary exile, a short transitional spell in Paris is followed by emigré life in America, where her intellect realises at last its full potential and her published work receives rapturous

Jews and Gentiles

Aina Pavolini on a fictional account of life under the Third Reich, and a factual childhood memoir by Heinrich Böll, who died last week

acclaim. Her husband, on the contrary, subsides into depressing inertia. This is Henry James' theory, that the blossoming of one partner withers the other, fully validated. Cohen's heroine is awesome, her perceptions are delicate and her erudition wide-ranging. We are told of a manuscript, never to be published, on the life of her namesake (minus "T") Henriette Herz, wife to Markus, who prefigures an encounter with Simon Markus, the lover of Erika's mature years. Henriette, like herself, Jewish, gifted intellectually and linguistically and endowed with a glorious crown of curls — Erika admits that she is stimulated by associations; also of an impressive tome on the travail necessary to the acquisition of freedom; of a disquisition on Kleist's essay *Über das Marionettentheater* here she says: "my life task had been until that moment . . . to understand the unspeakable loneliness of human consciousness — the shared faculty of awareness whose every detail defies camaraderie"; of her tonable argument that Hannah Arendt's "banality of evil" springs not from conviction but from an imperfect understanding of the semantic difference between English and German usage, as well as of innumerable, penetrating and amusing observations on her adoptive country . . . yet, this life of eminence lacks the warmth of



Heinrich Böll

human emotion, the riches that proceeded from tenderness and deep friendships. It is a frightening proposition that brilliance of intellect should be balanced out by bleakness in other quarters, and in that sense this novel is desolate, but it is also rich and indeed "admirable" in many other ways.

To read Böll's *What is to Become of the Boy?* after Cohen is to behold the flicker of a gentle flame after a display of pyrotechnics. What was it like to go to school in Cologne during those crucial years, 1933 to 1937? Böll recounts with urbane charm and quiet humour the story of his survival in that sombre period. Chilling events, such as the beheading of seven young Communists with an axe, as ordered by Göring, the Reichstag fire and the establishment of concentration camps are recorded, but the book is chiefly an affectionate memoir of everyday happenings. It recalls those tensions and trivial incidents that ultimately shape a personality. Born into a liberal Catholic family (which, he avers, was oddly poised between lower and working class because of besetting poverty, but was unquestionably bohemian and utterly repelled by Nazism), Böll used his school mainly as shelter from Nazi interference, exploiting a recurring sinus infection as an excuse for sporadic attendance and indulging his fascination in street scenes, cinema,

theatre, joyously mindless bicycle rides, unsupervised hours of Greek and Latin at home and, while it lasted, the excitement of buying cheap cigarettes on the black market. He emerges from these pages as a charmingly unheroic youngster.

After 1936 elder brother Alois found himself in the unhappy position of having to join a Nazi organization to save the family from harassment. Heinrich himself, however, seems to have steered a tranquil course through those troubled waters. The title refers to his parents' despondency at his reluctance to embrace a safe profession. Theology and the priesthood were in fashion at the time, but offered no appeal to the wench-loving adolescent.

The strong vein of disrespect for church, state and institutions that was to inform Böll's great novels is always present in the narrative, but this little book, however compelling in its honesty and underplayed irony, does not possess the mordancy of *End of a Mission*, the pathos of *The Clown*, the suspense of *Adam and the Train* and the searing indictment of *Katharina Blum*. The translation abounds in brackets and exclamations marks, which give a sly cynicism to the prose certainly not intended in the original.

Trick or treat?

How to Raise a Street Smart Child: the complete parent's guide to safety on the street and at home. By Grace Hechinger
Facts on File £9.95. 0 87196 240 3.

Since Grace Hechinger writes as a parent, and an American parent at that, both her viewpoint and her allusions predictably fail to strike all the right chords for your average TES reader. Add to that the New York emphasis, and it is tempting to ask just how much of Mrs Hechinger's fairly dramatic consciousness-raising carries a useful message for those concerned with an unsavory child's safety in less hair-raising streets.

Quite a lot, in fact. Grace Hechinger offers brisk, commonsense style and advice, which carries the reader through esoteric anecdotes (like the poisoned candy bar threat to Halloween trick-or-treating), and most of the issues are all too recognizable: television's "scary" messages; sexual abuse; school gangs and bullies; child molesters; road safety; muggings.

It would be interesting to know if the current research that shows that "kids prey on kids more than they prey on the elderly" would hold good here. "The most common scenario," writes Mrs Hechinger, "is a youngster being pushed against a lavatory wall in school, having his or her lunch money stolen under threat of violence."

She is more frank about the racial factor in big city school violence than multicultural attitudes would allow most commentators to be here, and she offers TIPS (Teaching Individual Protective Strategies) about crime prevention through the curriculum.

A strong point which comes through more than once is the need for a combined home-school approach if children are to be armoured against the prevalent dangers, without frightening them so much that another risk to their tender psyches is built in. That is all every bit as true in the UK as in the US, though Mrs Hechinger has a reassuring story about a four-year-old recounting safety advice from a police officer about strangers bearing gifts. "You grab the candy and run," he reported confidently.

Patricia Rowan

PAPER BACKS

T S Eliot selected and introduced *Literary Essays of Ezra Pound* (Faber £7.50. 0571 05705 5) in the belief that they are as important to our age as Coleridge's *Biographia Literaria* was to his. Pound's criticism is addressed to writers, contains plenty of technical advice and exhibits, in his comparisons, his ability to shuttle between past and present. Few poets have had Pound's learning, for example, in his essays on the troubadours, Elizabethan classicists, early translators of Homer, as well as those on Yeats, Lawrence, Frost and Eliot.

The charm of Thomas De Quincey's *Confessions of an English Opium-Eater* (Oxford £2.50. 0 19 281675 6) lies in its combination of mesmerizing prose and conversational tone. We are immediately drawn in by his sensitive self-revelation, share his adventures, observe the onset of his addiction and his stormy relationship with the Wordsworth circle. De Quincey's effortless narrative mixes fact and fantasy, and allows his latest biographer Grevel Lindop, in *The Opium-Eater. A Life of Thomas De Quincey* (Oxford £5.95. 0 19 281436 2) to draw upon new material and pry beneath the surface. Lindop uncovers the personal tendencies that left his subject prone to addiction. He argues that the *Confessions* was the book De Quincey was born, educated and addicted to write.

Frances Spalding

Hermann Peschmann
* In the beautiful elegy, "The Strand at Lough Beg" in *Field Work* (1979).

Poet and pilgrim

Station Island. By Seamus Heaney
Faber £5.95. 0 571 13301 0. £2.95. 13302 9.
Sweeney Astray. By Seamus Heaney
Faber £6.95. 0 571 13360 6. £2.95. 13303 7.

Sweeney Astray is Seamus Heaney's scholarly reworking of the medieval Irish *Bulle Suithne*, relating the adventures of Sweeney, King of Ardsine, after he goes mad and is changed into a bird at the Battle of Moira (AD 637) by a curse of St Ronan for his ill-treatment of that monk. The translation catches the simplicity of a world where miracles and wonders are taken for granted, and rises to considerable heights in Sweeney's praise of Ireland's trees, the pathos of his sufferings, and his being shamefully tricked back into temporary captivity. What is likely to interest contemporary readers most, however, is Heaney's increasing identification with Sweeney, particularly his seeing the tale as "the quarrel between free creative imagination and the constraints of religious, political and domestic obligation" — precisely the conflict he is himself trying to resolve in *Station Island*. It is possible, certainly, to read it as though probably most readers would see it simply as a kind of "Hound-of-Heaven" allegory, since Sweeney dies repentant, reconciled to the Church and assured of salvation.

Station Island is in three parts: 30 short poems; the title sequence; and "Sweeney Redivivus". The 30 lyrics, mostly celebratory, are among his very best work. I particularly enjoyed the love poems, those on his children, and



"Away from it all" "An Ulster Twilight" and "Shelf Life". In contrast, I found the 20 poems of Part III allegedly "glosses" on, and "voiced for" Sweeney, less satisfying. Two remained obstinately obscure, and several appear unconnected with Sweeney; but I did enjoy "Holly", the moving "In illo tempore" and the beautiful concluding poem, "On the Road". The 12-section sequence that fills the centre panel of this triptych is, however, poetry of a very different order.

"Station Island," Heaney tells us, "is a sequence of dream encounters with familiar ghosts, set on Station Island in Lough Derg," and for those unfamiliar with the island as a shrine for pilgrims there is a helpful Note. The main purpose of the poet's pilgrimage is to try to resolve that dilemma he envisaged as Sweeney's (see above), and the poem reveals with self-lacerating honesty how, in confrontation with those "ghosts" — personae for the conflicting elements in his own nature — he attempts to carry this out. A few examples must suffice.

is how it is — on both sides."

Finally, a figure unnamed but clearly identifiable as James Joyce, "his voice eddying with the vowels of all divers," jeeringly regarding all Heaney's anxieties as "infantile, like your peasant pilgrimage," warns him, "it's time to swim out on your own and fill the element with signatures on your own frequency; then vanishes into the restraints without awaiting a response. One feels tolerably certain, however, Heaney will follow his advice."

And yet . . . the attempt to reconcile the values on which he was nurtured with the categorical imperatives of his Muse may still not be over. For there is another encounter, placed — accidentally or by design? — immediately before that with Joyce. A priest, recently returned from Spain, reminds him again in confession, . . . about the need and chance to salvage everything . . . and gives him a "penance": to translate him something from St John of the Cross. What the poet chooses to tell (significantly?) of a faith that triumphs, having survived the Dark Night of the Soul. It is felicitously rendered, and its concluding stanza,

I am repining for this living fountain.
Within this bread of life I see it plain although it is the night,
which, probably, was what he slyly intended to imply!

"Station Island" is multi-layered poetry, more complex, yet more simply self-revelatory than anything he has previously attempted. I believe it is that rare thing, a great poem or sequence of poems to which one will return again and again; and the book containing it, despite my reservations about Part III, the finest he has yet produced.

Hermann Peschmann

* In the beautiful elegy, "The Strand at Lough Beg" in *Field Work* (1979).

CHILDREN'S LITERATURE

The Hero and the Crown. By Robin McKinley
Julia MacRae £7.50. 0 86203 207 5.
Sandwritter. By Monica Hughes.
Julia MacRae £6.95. 0 86203 198 2.

The Hero and the Crown has won the prestigious Newbery Medal, the American equivalent of our Carnegie. It is an enjoyable but entirely predictable fantasy, which depends at crucial moments on resonances of Tolkien, and on an unwelcome Victorian prudishism. There is no use jibbing at this: "it will amuse you," as a character in this book would say. But the American hunger for Howard Pyle onwards — for European respectability rather than pioneer vigour in their children's books can be seen very clearly in their veneration of writing such as this, and their immoderate response to the rhetoric of what they term "High Fantasy".

The book relates an earlier episode in the history of the invented kingdom of Damar, first visited in *The Blue Sword*. It is a straightforward ugly duckling tale: neglected and tomboyish princess locking the usual royal magical powers discovers her true destiny as a great Minge and saviour of her country. The girl, Acrin, is an agreeably tough-minded heroine, and

her adventures hold the attention; but the writing is prolix and often unwieldy, with hosts of subordinate clauses tumbling over each other in mammoth sentences.

Monica Hughes's *Sandwritter* covers similar ground. The heroine Antia (I kept on reading Antia, which somewhat spoils the effect) is a princess of the rich lands of Kamulanti and Kamalant. She is sent to the desert country of Roshan, as prospective bride of Roshan's prince, Jodril. Self-willed and spoiled, she is under the romantic spell of her evil tutor, who encourages her to spy on Roshan for him. By accident, she discovers the true secret of the desert: twin lakes under the sand, one of water, one of a black liquid that burns, guarded by an ancient mystic, the Sandwritter. She betrays the secret, understanding too late her tutor's predatory purpose. But together with Jodril and Sandwritter, Antia manages to save Roshan, and discover her own true strength.

The best thing about *Sandwritter* is its depiction of the self-protective mechanism of adolescent sulky intractability. The mutually ungracious friendship of Antia and Jodril is very well portrayed. The adult characters are rather one-dimensional, and the story itself just a bit worthy. *The Hero and the Crown* has much more romantic appeal, with its large sweep of characters and events. Both books offer an absorbing read for lovers of fantasy; neither offers any real surprises.

Neil Phillip



A still from *Koko, the Talking Gorilla*, one of the many illustrations to *A Man With A Camera* by director of photography Nestor Almendros, translated by Rachel Phillips Delash, with a Preface by François Truffaut (Faber £9.95).

Farm harmony

A Yeoman Farmer's Son. A Leicestershire Childhood. By H St G Cramp
John Murray £9.95. 0 7195 4199 9

Well, yes, it is an autobiography. It is also a first-hand account of country life at its best in Leicestershire during the 1920s, and more particularly of life on a family farm maintained in harmony by hard work.

Harold Cramp was born in 1912 at Tur Langton in east Leicestershire, the seventh of nine children — seven boys and two girls. Their father, a grazier to the nobles, was a farmer, a grazier to the nobles, as well as those on Yeats, Lawrence, Frost and Eliot.

The charm of Thomas De Quincey's *Confessions of an English Opium-Eater* (Oxford £2.50. 0 19 281675 6) lies in its combination of mesmerizing prose and conversational tone. We are immediately drawn in by his sensitive self-revelation, share his adventures, observe the onset of his addiction and his stormy relationship with the Wordsworth circle. De Quincey's effortless narrative mixes fact and fantasy, and allows his latest biographer Grevel Lindop, in *The Opium-Eater. A Life of Thomas De Quincey* (Oxford £5.95. 0 19 281436 2) to draw upon new material and pry beneath the surface. Lindop uncovers the personal tendencies that left his subject prone to addiction. He argues that the *Confessions* was the book De Quincey was born, educated and addicted to write.

as it is, makes no mention of the starvation wages many labourers received. Perhaps they were better paid in Tur Langton.

At five Harold entered the three-teacher all-age village school; it was limited in range, but thorough. From it he went, on a scholarship, to Market Harborough Grammar School; and the six years he "endured" there pose the one paradox in this book.

From my first month I knew I was trapped in an educational system for which I was never designed, based on the requirements of industry and urban living. Why, when, did this country boy, an epitome of rural attitudes and activities, embrace its academism, and go on to university and a teaching career? Was it solely because his mother, sensitively anticipating perhaps the widespread unemployment of the 1930s, persistently urged him on?

This very readable book will appeal most to those who remember the English countryside and its agriculture in the 1920s. But it should have many younger readers, for it is a faithful picture of a scene and a craft now almost entirely forgotten. It altered almost beyond recognition. It should also have a glossary: over a score of words beat me; more would baffle others.

H C Dent

Words and machines

by Margaret J Harrison



COMMERCE

Word Processing: Systems, Applications and Assignments by Joyce Sianoughi. (McGraw-Hill £4.50. Teacher's Manual £10.95). The Student's book and the teacher's manual form a comprehensive course on word processing. Part 1 of the student's book provides a simple, straightforward background to basic word processing systems and equipment. Review questions are supplied at the end of each section, and additional questions and answers are available in the teacher's manual.

Part 2 introduces students to over 40 basic functions, operations and text editing capabilities of word processors in general, and their own classroom word processor in particular. The 25 practical assignments are based on the work of a fictional company providing students with an opportunity to become accustomed to the vocabulary used in the word processing field. Review assignments are provided to consolidate on the student's learning, and also give extra practice in proof-reading.

The teacher's manual, which forms an integral part of the teaching/learning package, is extremely well presented in a loose-leaf binder with strong plastic cover. It is designed for use in conjunction with the manufacturer's manual, and provides demonstration material, examples, full guidance, resource material, further test questions and assignments, and answers or suggested solutions.

Secretarial Word Processing Assignments by Ronald Brealey (Edward Arnold Price £4.95) contains over 70 assignments for secretarial students or practising secretarial workers who are already familiar with the operation of a word processor but wish to develop their skills further. As the author states, one of the criticisms levelled at the use of word processors, both in offices and in educational establishments, is that for 80 per cent of

working time the machines are used as correctable typewriters, the operator spending most of her time entering or copying text rather than using the powerful editing and merging functions of the machine. At the same time, some employers have issued instructions to their operators not to re-edit more than three times since this, too, is time-consuming and defies the original objective.

In an attempt to overcome this misuse of word processors in the classroom or the office, a wide variety of simulated secretarial tasks, where the operator works on material held in store to give extensive practice in using all the functions of the machine, is provided.

A teacher's pack is available which contains print-out of all files which can be pre-entered and stored on disc by the teacher. Worked examples for all the assignments are also included.

Mastering Word Processing by P E Gosling (Macmillan £10.00 and £3.25). A worthy addition to the Master Series, this book is an introduction to word processing and what various word processing systems are capable of. Five word processing packages, Wordcraft 80, Wordstar, Applewriter, T/Maker III and View (BBC microcomputer) are discussed and well illustrated to give the reader an idea of the kind of facilities offered, and the different routes by which they all achieve the same goal. This is a helpful guide to those

considering the purchase of a word-processing pack for home or classroom use, and is ideal for computing, secretarial and business courses, especially since the manuals supplied by the computer companies frequently defy solution. Advantages and disadvantages of packages and machinery are fully described.

The Electronic Office and You: Word Processing Concepts by B J Benge and M K Poryk (McGraw-Hill £6.95) is an interesting history of offices, machinery and communications from yesterday to the future, with special emphasis on word processing, by two American experts in the computer and word processing field.

Well illustrated, simple to follow; a helpful summary of the main points at the end of each chapter; plus a section of multi-choice "review" questions which should help to reinforce what has been learned before progressing through the book save time and confusion. Rather expensive but well worth having a few copies in the classroom to provide some coordination with other subjects such as office practice.

WP at Work by D A Barnes and D J Forster (Edward Arnold £4.50). This book is designed to give graded practical exercises on all aspects of word processing. It is centred around a fictitious company, and each exercise or assignment (over 100 in all) is based on the various departments within the company, or is on the subject of word processing itself, and takes the student step-by-step through the procedures involved.

Full-size assignments based on the work of a particular department such as Personnel, Sales, Accounts, etc are presented towards the end of the book for use as tests and preparation for examinations in word processing set by the LCCI, RSA and PEI examining boards.

Getting down to business

New Business Matters by J S McKellen and M D Spooner (Pergamon Press Price £4.25). I do not care for the title of this book, far from sounding "new" it sounds rather out-of-date, which is a pity because it does offer a foreign student a very good grounding in business English and business communications and practice. The aim is to learn by "doing" rather than simply reading about it, and the exercises are interesting, relevant, and well organized. Model letters and dialogues for dictation and notetaking are recorded

on an accompanying cassette; and teacher's notes appear at the back of the book.

This would be a useful addition to any course aiming at trainee-executive level, including executive secretarial students, and those on management background courses. *Business Background To Business* by Sheila May (Pitman £3.95) is a commerce assignments workbook designed to encourage students to become actively involved with the subject and seek out information for themselves. Notes are

included in the book to link activities and give information which might not otherwise be readily available.

The objectives of RSA Background to Business Stage I are covered, as well as many of those in the new style CSE Business Studies and Commerce examinations. In addition, the book offers excellent preparation for all pre-vocational courses, including TVEI, CPVE, non-examination students, and those studying other disciplines but needing a practical introduction to the business world.

Duty duo

Secretarial Procedures by Helen Harding (Pitman £4.95). This well-illustrated textbook deals with all aspects of secretarial work and is presented in 12 self-contained units which may be used in sequence or at random according to requirements. A selection of questions from the various examining boards is included at the end of each unit. Modern office equipment and machinery is fully covered, but tasks which are deemed to be office practice rather than secretarial have not been included. There is a picture of an "electronic office at work" and I must say it looks just as boring and humdrum as the old

offices full of book keeping machines used to look. I just hope it does not put off too many prospective secretaries.

The companion volume, *Secretarial Procedures Applied* (£2.95), is a 4-part activity book which may be used in tandem with the above or independently. It contains role-playing exercises and assignments devised to encourage creativity and develop problem-solving abilities. The two books are designed to cater for the RSA, Secretarial Duties II, LCCI Office Organization and Secretarial Procedures (PSC), and PEI Secretarial Practice Intermediate. They will also provide useful material for the more practically-based courses like BTEC Secretarial Modules, or for non-examinable refresher or introductory training courses where evaluation is by continual assessment.

Each of which covers a particular speciality such as anaesthetics, cardiology, dermatology. Each module contains a vocabulary list with shorthand outlines; shorthand dictation passages; speed and accuracy passages for typing practice; and a section of manuscript work including correspondence, reports, tables and forms. It provides excellent preparation for the relevant examinations of AMSPAR, RSA, and PEI, and extremely useful to secretaries in social services, legal and other employment where medical vocabulary and content are required.

Dear doctor

The Medical Secretary by R T Chillingworth and D A F MacGregor (Pitman £4.25) is available in two separate editions for either New Era or Pitman 2,000 shorthand writers. It is designed for students wishing to specialize in the field of medicine and who have reached Stage II/III level of typing, have a sound knowledge of the theory of shorthand and the ability to write at 80wpm upwards. The book is divided into 18 modules,

Franglais

Pitman 2000 Shorthand French Conversion Course by S Greenhalgh and M Russon (Pitman £4.95).

The course has been designed for bilingual students with the ability to speak French with reasonable fluency (A level standard) and a knowledge of commercial terminology. A sound understanding of the theory of Pitman 2000 shorthand and the ability to write at 80wpm is essential. The strongest feature of the course is the emphasis on points of French grammar which have been systematically related to aspects of shorthand theory throughout.

Part 1 of the course contains 14 units covering theoretical aspects including business terms and phrases used in French business correspondence. Part 2 contains practice on various elements of the commercial letter. Part 3 provides realistic material, using letters from French companies, for reading and dictation practice. Longhand keys are given at the back of the book. Complementary cassettes, which have been prepared by a native French speaker, are also available. This is an excellent graded introduction to the writing of Pitman 2000 shorthand in French, and is ideal for home or college study.

Letter

'Being fair to Russia': a reply

Sir - It is flattering to any author that a full page of your paper should be devoted to a review of his books, especially when the reviewer considers them to be so important that students must be warned of their "misleading" and "misinforming" nature. But Pierre Watter's article (July 5) on my *Soviet Economy and Society* and *Soviet Politics in the USSR* has so many inaccuracies and omissions that one may only assume that he has not read, let alone understood, the works in question. I shall leave aside here the appropriateness of his review, emphasising the terror and oppression of the Stalin period, and its malicious tone, to bring to your attention some of his ill-informed interpretations.

Lane, he says, takes it "virtually for granted that post-1917 Russia had ceased to be a capitalist society" and treats "discussions of the matter produced in Russia with... official approval... as though they were not uncritical in fundamental respects". In *Soviet Economy and Society*, the whole of chapter 3 considers "The Political Economy of the USSR". Here I note that "developed socialism" has many deficiencies and that the Soviet Union has contradictions located in the relationships between the state and the economy as well as in the cultural and social processes of the superstructure" (page 83). In this chapter there are 50 references cited, only six of which refer to Soviet writers, the remainder include: L. Trotsky, E. Mandel, T. Cliff, A. Carlo, and H. Tichon whose critical views are explained and considered at some length.

Watter misrepresents my discussion of the number of people in labour camps by alleging that I give "only the number of inmates of the labour camps at any one time, put at five millions in 1939". In fact my discussion cites the

major academic Western studies of the camp populations: Robert Conquest "has argued that eight millions were imprisoned in 1938 alone" (page 80) and footnote 65 (page 96) gives four other dates and estimates by Conquest. Your reviewer accepts without question higher figures and shows ignorance of the debate in the journal *Soviet Studies* on this subject. The figure of five million was calculated by Stephen Wheatcroft to be the maximum number of camp labourers. The numbers working later (in 1941) are also cited as well as comment on their reliability. I do not consider that my treatment is unbalanced or a "perfunctory dismissal of labour camps".

Watter alleges that I exclude consideration of practices of "exile (such as that of Sakharov) and incarceration in lunatic asylums under duress etc". In fact, I have a section on "Hospitalisation" in which I cite various studies (Bloch and Reddaway, Firsede) of this phenomenon; I also consider in some detail the cases of Medvedev and Sakharov (pp 179-184).

One thing your reviewer does get right is his account of inequalities: "... In the West, there is nothing in principle that prevents the poorest from going to the same shops and buying the same goods as do the richest. What prevents them is only (sic) the want of money". I make clear that the USSR administrative forms of inequality are of great importance.

Watter says that I regard the lack of study of elite groups as "some sort of oversight". In my discussion of the official ideology, however, I make it clear that certain types of research are precluded. I rely therefore on émigré accounts to illustrate such differences in life style and real income (pp 180-188). The points made by your reviewer concerning special shops and inequalities are all documented in my

book. I also do not "neglect to mention those connected with the endemic black market and 'second economy'" This is considered in pages 64 to 67 in *Soviet Economy and Society*.

I hope that my comments will lead your readers to judge for themselves the extent to which Pierre Watter has victoriously misrepresented my two books. When he refers to the study of the Soviet Union as lending itself to "partisan treatment", it is even more important for writers to consider the good and bad points, the historical and cultural context in which decisions were taken, the economic and political weaknesses and strengths. This is what I have striven to do in my books and it is your reviewer who needs to consider whether or not he is "seriously misleading". Only an examination of the other topics discussed in my books will inform the reader of their objectivity and balance. Pierre Watter's name has yet to grace any book or substantive article published in English; surely this would be the civilized and democratic way to make one's point rather than to engage in hostile and personally damaging review. Recommending that serious academic books should "not be found in any library" is sadly reminiscent of the policies adopted by Adolf Hitler and has been championed by supporters of Joseph Stalin. It is regrettable that the readers of this professional paper were denied a proper review of my books. Professor Hosk- ing, did not have an adequate notice and was subjected to such patronising remarks in those instances where your reviewer lacked knowledge, or confidence in his own knowledge.

DAVID LANE
Department of Sociology
University of Birmingham
PO Box 363
Birmingham B15 2TT

favourable picture of Russia compared with the West.

He accuses me of misunderstanding his discussion of labour camp population without stating my objection, that no treatment can be correct that leaves out the life expectancy of the inmates. To grasp the horror of the camps, it is turnover that is crucial, something not taken into account in this discussion, which I consider perfunctory for that reason.

I did not write that Lane's works should "not be found in any library". I wrote that they should "not be found in any library likely to be used largely by students whom they will mislead and misinform" - a far different thing.

That my name has yet to "grace" any book or substantive article published in English is, even were it correct, irrelevant. The only relevant matter is whether what I have written is appropriate, incorrect, etc. This I leave others to judge, guiding themselves by the samples of Lane's procedure instances here.

PIERRE WATTER
Carrer des Trains
Pulgent, Mallorca.

Mrs Hardy

Emma Hardy's *Diaries*. Edited by Richard H Taylor (Mid Northumberland Arts Group and Carcanet New Press £14.95, 094790 21 5 (MidNAG) and 0 85635 435 X) The character of Emma Hardy, Thomas Hardy's first wife, has frequently been called into question, not least by the novelist's second wife Florence who saw her predecessor as a narrow-minded, calculating snob. Yet despite the ultimately unsatisfactory course of her marriage, after Emma's death in 1912, she became for Hardy the "woman much missed", the subject of his beautiful, elegiac "Poems 1912-13".

There are, however, only tantalizing glimpses of Emma's qualities present in the travel diaries she kept between her honeymoon in September 1874 and June 1897. Newly published in photo-reproduction and edited by the Hardy scholar Richard H Taylor, they are fascinatingly ordinary - "Sunday Came yesterday morning to Norfolk Hotel. Went this morning to Chelsea Hospital" - too prosaic to stand alone, and only occasionally revealing about the daily dress which Hardy could turn to gold.

Hugh David



A lesson in life

Lynne Truss previews 'The Hidden Curriculum'

The Hidden Curriculum. By Graham Reid.
August 1, Channel 4, 9.30pm

Belfast playwright Graham Reid really has it in for teachers. He believes that in Northern Ireland their refusal to understand the realities of their pupils' lives leads them to continue with an education system geared to failure. It fails even on its own terms, he says, by producing many school-leavers who are virtually illiterate; but more importantly it fails the community by teaching for exams rather than for life.

Reid's view is that education in Northern Ireland should equip pupils for life beyond the classroom, otherwise terrorism is as inevitable as the unemployment with which it goes hand in hand. In the embattled Protestant streets of West Belfast (where Reid's famous *Billy* plays were set) having O levels won't prevent you from becoming a killer. In the words of someone in *The Hidden Curriculum*, "Comprehension and the War Poets count for nothing out there".

Teachers in Reid's plays often know a lot but understand nothing; and he clearly relishes giving them rude awakenings. In *The Closed Door* (1980) an ex-pupil held a gun to his teacher's head, mocking his fear with a weak pun: "This isn't school games; this is for real. The 'detention' here isn't half an hour after school." In *The Hidden Curriculum* the real world invades the competence of a teacher of English Mr Cairns (Tony Cairns) when two former pupils pay him

a visit bringing news from beyond the gates. Much has happened since they left school, and none of it is music to his ears. Notably there has been an execution of a fellow school-leaver for informing to the police on UDR killings, and the life imprisonment of another contemporary (a star pupil of Mr Cairns's) for shooting four "te-nians".

It makes for a gripping scene, which brings out good performances from the two younger actors, Adrian Dunbar and Steven Rinkus. It is, though, a bit heavy-handed, and it is hard to believe in Mr Cairns's total obliviousness to extramural events. Also it is a shame that the boys present themselves in a basically plaintive way, as though as insiders they could share an outsider's view of themselves. "Look at me," says one of them. "I've got nothing - I live in a slum, I can't get a job, my ma ran off with her fannyman, my sister got knocked up by a Brit, my brother's in jail, and my da's dying in agony." Top that.

Mr Cairns is not of course to blame for any of these social ills, but he is shocked at his own ignorance and goes on to propose changes in the school curriculum designed to make teaching more relevant. Some fairly humdrum staffroom politics ensue, with conflicting views of the value of education given an airing.

This is a thought-provoking play which presents the educational issues, simplistic though they are, with passion and force. It deserves to be watched.

Robin Buss

Just say no

Drugwatch
BBC1, July 21.

In the days before the programme, clips from an interview with Melanie were used to advertise it, her expressionless voice telling us that she did not think she would reach 21, that she had nothing to live for, that she had overdosed several times. In the programme, parents of addicts, including Melanie's mother, spoke about their attempts to cope. One of the purposes of *Drugwatch* was to bring self-help groups together. Viewers were invited to get in touch and at intervals during transmission Nick Ross announced the response.

This approach, a combination of *Crimewatch* and *That's Life*, seems to produce results. The aim, contrary to that of most television, was to play down rather than dramatize the sensational aspects of the topic, to give information on types of drug, effects, addiction, cures, backed up by statistics from the usual specially-commissioned survey and the testimony of those who had experience of the problem. The film of Melanie's visit to her mother was perhaps the most emotionally-charged moment in the whole broadcast and the most distasteful was the description by an American cocaine addict of the physical effects of his addiction which he summed up as "a horror show".

For non-addicts it is difficult to imagine that anyone can voluntarily inflict such suffering on themselves and while *Drugwatch* probably added little to most people's understanding of it, it did (with the help of a psychological text) explain the peer group pressures that lead many young people

to try drugs for the first time. It helped to stress the importance of the programme's slogan: "Just Say No." The way back along the road from addiction is hard and there was little encouraging news about treatment. Melanie, we were told, was at last showing more hopeful signs in her battle with heroin.

There was some hope too in a Kansas City experiment to educate children about the dangers of taking the first step. The absence of any coordinated effort in this country, particularly in schools, was another message of *Drugwatch*: the survey revealed that 70 per cent of users thought that better education was the most important single preventive measure. From the other end, preventing importation and sale of drugs, we had a dramatic reconstruction of "Operation Bentley" which broke up a major ring some three years ago; but it did not need a senior police officer to tell most viewers that for every cocaine seized, pounds are sought.

At the end, the promised celebrities were marched in to sign their names as an endorsement of the programme's message. They included a very special guest who signed in like a participant in *What's My Line*: "Diana". Esther Rantzen and Nick Ross could be allowed this concluding flourish too, otherwise low-key show. One person, however, was missing. Melanie, supposed to join the studio audience, failed to turn up. Her mother wasn't sure why and no one mentioned it again, perhaps because, in *That's Life* style, everyone was trying to be upbeat and positive. But it seemed ominous to me.

Robin Buss

Radio Festival

Braced for survival

"Bracing" might be Mrs Thatcher's description of the present atmosphere in the world of radio. Independent Radio is watching its advertising income disappear and facing new competition from pirate, community and satellite radio stations. The National Broadcasting School (half-funded out of the now almost non-existent Independent Radio profits) has been "mothballed" and 4,000 jobs are threatened within the BBC.

Even so the delegates attending last week's Radio Festival in Bristol organized by the Radio Academy gave little sign of attending a wake. Brian Redhead was in fine form: "I was up at four am. If I can stay awake this session, so can you." He went on to list the things that radio can do so well and so cheaply: report, describe, explain and read to you; transmit music, drama, humour, even idle chatter. ...

Other major sessions demonstrated that "popular" and "democratic" are synonyms and that "quality" programmes are in some way undemocratic. The increasing role of the accountant in broadcasting and the need for managers to manage (ie budget tightly). Austin Mitchell MP was typically forthright on 10 years of parliamentary broadcasting. "Of course MPs are jealous of broadcasters." "Of course it needs editing. It's boring."

The opening session had, however, been on the question of de-regulation. At the moment, the commercial radio stations are regulated by the Independent Broadcasting Authority. They must conform to certain technical standards, there is a limit on the amount and type of advertising they can carry, they must broadcast a local news programme, programmes for defined minorities and so on. In these

strained times there are many in the business who see this as a crippling handicap "in the market place". For others, such as James Gordon of Radio Clyde, de-regulation would mean the end of quality local radio.

In his keynote speech, Jim Quello

(Commissioner for Radio for the US government) showed himself a fervent supporter of de-regulation. "If you can disappear and facing new competition from pirate, community and satellite radio stations. The National Broadcasting School (half-funded out of the now almost non-existent Independent Radio profits) has been 'mothballed' and 4,000 jobs are threatened within the BBC."

Other major sessions demonstrated that "popular" and "democratic" are synonyms and that "quality" programmes are in some way undemocratic. The increasing role of the accountant in broadcasting and the need for managers to manage (ie budget tightly). Austin Mitchell MP was typically forthright on 10 years of parliamentary broadcasting. "Of course MPs are jealous of broadcasters." "Of course it needs editing. It's boring."

Away from the main hall, smaller working sessions considered community radio, broadcasting for ethnic minorities, the presentation of classical music, journalistic accountability and the art of jingle making. Alan Nixon of BBC Radio Light Entertainment asked "What's so funny?" and played us bits from programmes that caused a fuss and (better) bits that never got broadcast. Apparently the greatest recent row has been over the use of the word "bloody". What made it so unacceptable was that it was said by Frunella Skales. (See the letters in this week's *Radio Times*.)

Another working session was on the future of educational radio. Ten delegates attended: 290 didn't. Albert Chatterley (assistant head, BBC

School Radio) outlined developments, such as computer synchronized radio. "Hello. You should be sitting at a computer now. On the screen should be... Press the letter R to hear the introduction to the programme..." (What would William Appleby have thought?)

While primary school radio series maintain their audiences (over one million hear the *Service for Schools*), "It may be for certain (secondary) series, rather than open up all our transmitters, we put them out on cassette. The pattern is going to change, but we shall keep a shop window for secondary school series."

Unlike many radio producers who have been worried about the removal of BBC Radio to the new White City site in the shadow of Television Centre, Albert Chatterley welcomed the prospect of coming together of the School and Continuing Education radio and television departments on a single site and the potential for greater cooperation. But with the governors' statement that this move "was a matter of urgency... bearing in mind the BBC's investment in property", informed opinion at the festival was that School Radio and Television would very soon be heading up the M1. If not to the under-used Open University production centre at Milton Keynes, then at least to share the former Elstree studios with *Eastenders*.

A questioner from the Bristol length how much she wanted to be empty. She rose to answer, she left the hall. She was at the conference representing a pressure group called "Voice of the Listener".

David Self

Hitting the high notes

European Prize-winners' Concert: Rebecca Holt (piano), Robert Max (cello), Jane Spiers (flute).
Purcell Room, June 25

How does one young musician make it to the professional concert platform while another with the same potential falls by the wayside? It obviously helps to be a prizewinner in the first-ever European Music for Youth Competition held in Brussels earlier this year. And prizes and awards, say the three proud winners, are achieved through determination and hours of practice, which must take precedence over everything from academic work to more alluring recreational activities.

An early start seems to be a key factor, too. Robert Max played his first few notes on the cello at the age of four, and now at 17 is one of the youngest students on the degree course at the Royal Academy. Rebecca crawled under the table and cried when she heard music on the radio, so her mother set her on the piano stool instead. All three have been favoured by a specialist music education: Rebecca at the Purcell School, Jane at Chetham's and Robert at St Paul's.

After the silver spoon comes the hard grind. They are on their own, forever searching out opportunities to play their instruments - anywhere from a pizza parlour to the American Embassy, and in many less glamorous venues. Such experiences are frequently unrewarding. The audiences don't listen and the students are often out of pocket as the fees they receive - if they receive any payment at all - rarely cover their travelling expenses.

It is do-it-yourself promotion too: much letter writing and keeping ears to the ground so as not to miss an engagement that might lead to an important contact. All money from prizes and performances goes towards new instruments. A flute may cost £5,000, a piano twice that, but "after a while you know you can't get any further without a better instrument".

Robert, Jane and Rebecca have been rewarded for their efforts. For British youngsters to win all the prizes in the competition is nothing short of



Jane Spiers, Robert Max and Rebecca Holt

remarkable. Although the two girls have worked as a partnership, the addition of the cello to the ensemble began with the competition. There seemed to be moments of unease in the Telemann Trio Sonata which opened the programme, but in the Kuhlau Trio Opus 19, the young players found their form as a chamber group.

In view of the criticisms levelled at international competitions, it is good to learn that the European Music for Youth Competition meets with general approval. The most serious complaint was the low status afforded to accompanist Rebecca ("I got £100 in prize money, the others won £1000. And my name in smaller type...").

Since the age of 12, Rebecca has been dedicated to changing the attitude that relegates the accompanist to an ignominious bottom of the bill.

After hearing her play, it comes as a surprise that she has won the Schubert Accompanying Prize and the Schubert Prize. It was Rebecca who set Lieder Prize. It was Rebecca, played the pace in the Telemann, duetted with the flute in the latter's showpiece, Rameau's *Undine*, and dazzled in the Chopin Polonaise Brillante. A player of unusual maturity for her 22 years, her presence was continually supportive, yet never obtrusive.

And Robert? Playing without music he threw himself with passionate intensity into the Martinu *Variazioni* on a Slovak Theme, an exceptionally

assured performance from a young man aware he has a special gift. It is a privilege to hear these talented young artists and share their aspirations for the future. They are a tribute to the fine quality of instrumental teaching in this country, and even in Brussels no one can argue with that.

Philippa Davidson

Music for Youth is sponsored by the Association of Music Industries, Commercial Union Assurance, The Rank Organisation, and The Times Educational Supplement.

Jane Spiers is appearing with Karen Jones, flautist winner of this year's Shell Woodwind Scholarship, at the Schools Prom in November.

Philippa Davidson writes: To rectify my misunderstanding that may have been caused by my remark last week about the age of the players in the Winchmore Hill Junior String Orchestra at the National Festival of Music for Youth, I should like to point out that the upper age limit for entry in Class 9 was 13 years on 31 January 1985, and that a number of players would have been legitimately over 13 at the time of the finals. My apologies also to the Academy of St Philip's, Birmingham, to who I should have accredited the performance of the Prokofiev Classical Symphony and the Haydn Trumpet Concerto.

Oil mess row

The Press Gang
TVS/Channel 4, Mondays 6.30pm

Three out of every four adults in Britain read a local newspaper: the current technological changes in that industry, coupled with the massive challenge from freeshops, offer fascinating material for journalistic analysis. *The Press Gang*, which opened on Monday, constitutes an intelligent and in many ways enlightening foray into this area.

In four weekly programmes we follow the process by which the *Hastings Observer* (with its neighbouring sister-papers) makes the perilous but necessary jump from hot metal to computerized production on a web offset press; we follow the consequences for everyone concerned, from writers to advertisers to printers to the boys who deliver the revamped product, for a special bonus. Over a 16-week period a factory, and its machinery, is built from scratch, and its workforce trained: the story is a genuine cliff-hanger, and the brash young company chairman who forces through the change with only minor hiccups can with some justification congratulate his team on "pulling off a miracle".

The eggs broken to make this omelette are not only the printers who have to adapt to the new process: the managing director himself, once a printer and now in charge of the retraining programme, is seen looking progressively more worn and sad until the day his chair is shown to be empty. Humiliatingly for the men, young women are found to be much quicker at picking up the new techniques. The chairman accepts the inevitability of these casualties to transmit technological advance into the foundations of an empire. To him the spread of cable, and the imminent arrival of Teletext in ordinary homes, represent opportunities rather than threats; since this series was made his empire has grown even larger, with the acquisition of the *Mid-Sussex Times* and the launch of a "good news" paper in Poolestone called *The Raven*.

We see him politely looking on as his house journalists, who want a "house" increase as well as the normal national percentage rise. "We're a small, young, private company" he

says plaintively, pointing out that profits through the new dispensation remain national for the time being at least. "What's in it for the company?" he asks. If his chief reporter and his colleagues were telling the truth in a resentful little meeting in a pub, quite a lot is in it for the company already - more stories, and longer hours.

His editor is clearly well chosen for the job: another eager embracer of the new, whose championship of a controversial plan to replace the town's central meadow with a shopping centre looks certain to earn him a mention in the environmental vandalism column of *Private Eye* (before, one hopes, the irreversible damage is done).

Much excitement is generated by the new ability to produce pictures in "full colour" - delightful to advertisers, but journalistically irrelevant. The journalism itself remains unchanged. We hear the buzz when a super new story breaks - someone has been seen servicing his car in the road and spilling oil, and he represents the Ecology party! When the new front page emerges it's there, announced with that uncouth splutter of jammed-together nouns beloved of sub-editors the world over: WHOOPS! ECOLOGY MAN IN OIL MESS ROW.

In fact the series is to be used to find a new trainee reporter for the paper: the accompanying tabloid paper produced by TVS carries details of the competition for this prize, which is open to those aged between 18 and 24 who have at least five O levels including English language. Some of the questions, I am glad to see, demand a grasp of grammar far superior to that which prevails in most of Fleet Street.

Though well-made and entertaining, the series is essentially what "hard" news journalists would call "soft" journalism, dwelling more on the "human interest" of the subject than on analysis of the technological facts and of the crucial inter-union politics. The *Hastings Observer* may have modernised itself, but it has not yet eliminated the need for professional typesetters - and it is at that point, when journalists become their own printers, that the big battle will soon be fought.

Michael Church

Entry forms for this competition (which closes on September 20 1985) are printed in the tabloid newspaper, *The Press Gang*, which is available from Community Unit, Television Centre, Southampton SO9 5HZ.

Distant dancers

Watching the Royal Ballet School's annual performance at Covent Garden last week I kept wondering whether a newcomer would have sensed that his training and tradition produced some of the world's most expressive dancers. Very likely not was my conclusion after an evening which fell far short of excitement.

While fully accepting that end-of-year displays must concentrate on giving everyone a chance (short ballets, lots of dancers), the choice of programme could have been happier, perhaps. One longed for signs of individual talent being developed and stretched alongside the many demonstrations of group competence.

With its absence of plot and emphasis on movement for its own sake, *Serenade* is demanding of dancers' sense of mood, requiring an assurance which usually only comes with experience. Here it was careful, and graceful. Belachine hoped for And the plain backdrop and greyish costumes made for a dull, distancing effect.

In terms of light, colour and character, David Lichine's *Graduation Ball* could hardly be more of a contrast and was clearly intended to provide an upbeat finale. But the dancers seemed

ill at ease with the high jinks of a Viennese finishing school in the 1840s and the piece looked distinctly dated, with senior students unable to summon the natural exuberance that earlier in the evening made the Lower School's horn-pipe and folk dances so appealing.

Besides its main task of supplying the Royal Ballet and Sadler's Wells Royal Ballet, the school is keen to turn out competent, employable dancers who will fit into a variety of companies across the world. And here it succeeds. Few students leave without a job and many have already been offered contracts abroad, according to the (gratifyingly ample) programme notes.

But judging by this year's work the school is either not bringing out, or simply not attracting, dancers who promise distinction and personality as well as technical capability. Director Merle Park has described the school's work as a training of the soul, and so it is. One can only hope that in future years she will have more to work with, and that present pupils will not be deterred by the very limited applause which greeted this performance.

Joanna Lyall

Next week

Nicholas Tucker on child psychology
paperbacks: Betty
Tadman on Robert
Donat and Harold
Lloyd

BETTER SCHOOLS

This White Paper published on March 26 which includes proposals for legislation - on school governing bodies and in-service training and some final decisions in other areas such as AS levels - was summarized in The Times Educational Supplement on March 29.

Reprints of this summary are available price 25p each (cheques/postal orders made payable to The Times Supplements) from:

Lesley Griffiths, The Times Supplements,
Priory House, St John's Lane, London
EC1M 4BX.

The price includes 2nd class postage but not Red Star or hand delivery.

0022

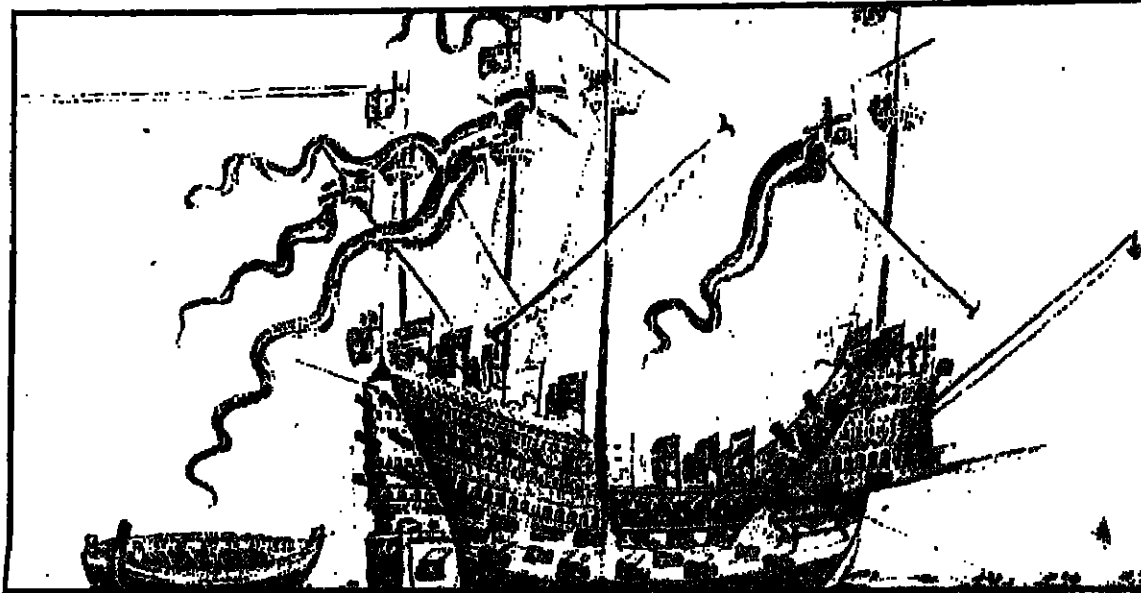
RESOURCES

On her side, and covered in a haze of spray, the *Mary Rose* looks more like a collection of wet railway sleepers than a ship. Large white letters indicate key points in the hull, but the features themselves are barely distinguishable, with the flattening of the shape towards the rudder the only clear sign that we are seeing it from the stern.

Once she is righted, the loss of most of the port side will have the paradoxical effect of allowing a much better view of the interior than would be possible if, like the *Wase* in Stockholm, she were more completely preserved. A view, however, is all it will be. The timbers are in places too fragile to support even their own weight without reinforcement, and direct public access is out of the question.

The *Mary Rose* Trust is therefore sure to encounter the central problem of museums in education, which is that so much of their material can only be looked at rather than used and handled. The glamour and royal patronage surrounding the ship's recovery have moreover made the site especially attractive to children and school parties, and Brenda Lees, visitor services manager to the Trust, is particularly conscious of the need to have them actively involved if they are not to become bored, unruly and even destructive. Attractive presentation helps, and the exhibition includes a superbly equipped film and lecture theatre, but it is also essential, and in some ways more challenging, to find interesting things for young visitors to do.

Many of them have already been introduced to the *Mary Rose* through the computer simulation of her rediscovery by Ian Whitlington and Barry Holmes (Ginn, £32), which is now supported by an MEP in-service training pack. Both of these, however, have significant limitations. The computer program is concerned only with the location of the wreck and the recovery of isolated artefacts – the raising of the hull is not touched – while the in-service pack's attempts to broaden the scope of the work invariably lose the focus provided by the ship. The ideas for primary science, on topics such as breathing and buoyancy, are interesting and useful, but some of its historical worksheets are no more than disconnected questions requiring either the recitation of facts – as in making inventories of the ship's contents – or exacting judgments. Questions which really make children think, and so contribute to the



Studies of the Mary Rose

John Bald on a variety of approaches to historic ships

development of historical understanding, are more likely to be concerned with unsolved problems than with either established fact or fantasy. They often begin with "Why?" or "Why did the ship sink?" or "Why were there so many archers on board?" or "Why were some guns made of iron and others of bronze?" Thanks largely to the work of the Schools Council's "History (13-16)" project, problem-solving is now established as an effective technique for teaching history, and it has much to offer in the case of the *Mary Rose*. Devising suitable problems for children to work on, however, demands a much more rigorous process of selection than has generally been applied so far to the 13,000 or so artefacts which have been recovered. Children should not be required to make lists – which effectively means copying out someone else's lists – of guns, tackle or the contents of the apothecary's chest (from the BP pack on the *Mary Rose*) without considering the purposes and limitations of the articles they are dealing with. Otherwise they are not engaging in history but in clerical work.

Attempts to use the topic as an entry

into social history would also have been more successful if they had kept closer to the *Mary Rose* instead of investigating tangential issues such as Hampton Court or the Tudor treatment of witches. *Mary Rose* herself, for example, was Henry's sister, Queen Frances, and for a time received little attention. She was married, as a matter of duty, to the aged Louis XII and her second, secret marriage to Charles Brandon, Duke of Suffolk, infuriated Henry so much that he exacted £24,000 from them in compensation, although he then gave them estates from which to pay it. Brandon was also the commander of the first attempt to salvage the ship.

Two further relevant contemporary sources are Thomas Audley's naval regulations, a partial transcript of which was included in the last *TES* English Extra (3.5.85), and an account of the treatment of a Dutchman named Beranger aboard the *Mary Rose* in the early years of her service. Beranger had the misfortune to speak French, and so was taken for a spy and racked to severely that he lost a foot. The papers relating to this case have still to be transcribed, but, like some of

Audley's less palatable sanctions, they provide direct evidence of the rougher side of Henry's England and so are a useful antidote to the picturesque and romantic view of the period which tends to surround the ship. Anyone persistently falling asleep on watch, for example, was liable to be "hanged on the bowsprit end of the ship in a basket with a knife of bere, a loaf of bread, and a sharp knife, thus to hang there till he starve or cut him self into the sea".

Brenda Lees sees role-play and social history as the key factors in developing practical activities for the exhibition at Portsmouth, and is also interested in the possibilities of craft workshops and inter-active exhibits. The Trust, however, has a lot of material to display and is likely to be permanently short of space. With this constraint in mind, suggestions from teachers as to possible activities are most welcome, and should be sent to Mrs Lees at the address below.

HMS Victory, in the next dock to the *Mary Rose*, offers a unique experience and makes a visit much more instructive and enjoyable. Children can go below decks, sit at a mess-table, feel the weight of a cannon-ball and may

even be allowed to climb into a hammock. On the other hand, the guides are serving sailors, whose knowledge of the ship often consists of memorized commentary delivered with varying degrees of speed and competence. Lieutenant-Commander Charles Addis, Captain of the *Victory*, pointed out to me that visitors are guests of the Navy, and considered any criticism of these arrangements "an impertinence". When I returned with a group of pupils, however, we enjoyed a lucid description of many aspects of life on board from Able-seaman Storey, and it seems a pity if this standard of assistance cannot be provided.

The arrival of the armour-plated *HMS Warrior* next year will complete the series of broadside battleships at Portsmouth. It is perhaps more accurate, however, to suggest that the *Warrior* illustrates the last stages of this pattern rather than the new era of "dreadnoughts", which were lower in the water, had much heavier guns mounted in turrets, and relied exclusively on steam. The real turning point between the two designs is better represented by *HMS Captain*, a ship which mounted heavy gun-turrets some six feet above the waterline and which sank in a gale in the Bay of Biscay soon after joining the fleet in 1870. Although equipped with steam, the *Captain* was adjudged to have capsized through carrying too much sail.

The parallel with the *Mary Rose*, which was by no means a new ship when she was lost, and which sank in calmer weather, is not entirely consistent, although the *Mary Rose* herself clearly represents a transitional phase in design between the merchant vessels of the Middle Ages and the much lower, purpose-built galleons of the Elizabethan Navy. The fate of both ships, however, is a graphic demonstration of the dangers which are often involved in the early stages of new military technology, and also of the much older perils inherent in the use of ships which are top-heavy and overloaded.

As the *Mary Rose* exhibition and *HMS Victory* are both liable to closure for security reasons, it is highly advisable for schools to book in advance both with the *Mary Rose* Trust at the Old Bond Store, 48 Warlington Street, Portsmouth, and with the Royal Navy (CACTO) HM Naval Base, Portsmouth. Admission is free to *HMS Victory* and £1 per head for school parties for the *Mary Rose* and exhibition.

Religious diversity

by Alan S Brown

Worlds Of Difference
Marlin Palmer and Esther Bisset for the World Wildlife Fund.
Pupils' Book £3.25; Teachers Guide £1.65; Wall Charts £4.14 per set of 4 (2 sets).

Blackie & Son Ltd, Farnham, Surrey, 14-18 Holborn, London WC1V 6BX.

If nothing sells a book like colour pictures, then *Worlds of Difference* will sell an enormous amount. The quality of the visuals, including those of the wall charts, is excellent, though it is not always clear in the book why and how a particular picture relates to the text; the selection appears somewhat arbitrary.

The pupils' book looks at the Creation stories in a number of traditions and attempts to relate them to that tradition's concern for the environment. While generally liking the books, it did appear that this link was being strained on occasion and the authors appear to be using a fair degree of licence.

The stories themselves vary. It is interesting to note that the Creation stories for the Jews and the Christians differ, when at one level one might have expected assimilation. The Christian Creation is a conflation of the Genesis 1-3 (this unsatisfactory conflation an implicit fundamentalism), whereas the Jewish Creation appears to be taken from the Talmud, and this too seems to beg the question and raise issues about the purpose of the book.

Similarly the Humanist Creation is a scientific account, quite correctly, but the authors do not place the Creation stories as a whole within their context in each religion. To include the Humanist Creation juxtaposed with

an insensitivity to the role of myth and the significance of myth within religious belief and practice. There must be a large number of Christians, for example, who would accept a scientific account of Creation but would interpret it theologically within the context of their faith.

It is encouraging to see stories from the Australian Aborigines included as well as the Yanomano Sanema world of the Amazonian rain forest, though one hopes their Creation stories have received a more sensitive treatment in their context than those mentioned above.

The teachers' guide is a small book (30 pages), but is extremely useful with a lot of good ideas and information that does not relate directly to the pupils' book, though it can do so and really provides background information. Perhaps because the authors were released from the difficult task of writing at pupil level it reads better, much more fluently, and is packed with the sort of resources that the good teacher can take up and develop. This little book is by far the most valuable of the three elements.

The wall charts provide an excellent complement to the pupils' book. They

are attractive and make an excellent display, but does one need the wall charts and the pupils' book? Probably not. If one laminated the wall charts and used the teachers' book imaginatively as a further resource, this could produce some excellent work in class. This is not intended to demean the pupils' book; it is very attractive, but one has to be conscious of expense and value for money (so Sir Keith keeps reminding us).

This is the first schools project supported by the World Wildlife Fund-UK, which has linked the environment and religious beliefs, and one must welcome the initiative. One hopes, too, that further initiatives will extend the examination of this link, for it is not only through the Creation stories that religious belief, means the environment, but also by the manner in which religious people and those with no faith interpret their beliefs in the contemporary world. Not all Humanists, Christians, Hindus, etc would share the same view of their relationship with the environment. Perhaps future work can tackle the diversity within each religion or life stance more seriously in order to break up the monolithic impression.

Andrew Rothery

Correction

An article, "Of mice and windows", which appeared on June 21 said that "Ater plan to put all the information contained in the Encyclopaedia Britannica on a ROM storage system".

Peak cards

Peak Mathematics Money Work Cards
Section 3: 24 double-sided cards £7.95
Section 4: 40 double-sided cards £11.95

Nelson (Thomas) & Sons Ltd, Nelson House, Mayfield Road, Walton-on-Thames, Surrey KT12 5PL.

Nelson have now brought out a set of Peak Mathematics supplementary work cards on the topic of money. Peak users will already be familiar with the high standard of its work cards. The new ones follow the established style. Good use is made of colour and photographs of objects, and the material is set out attractively, clearly and without clutter, sparsely in fact. There is one "sum" per side.

Section 3 cards deal with adding up the values of a few coins, or of two or three objects purchased. Section 4 introduces "Calculating Change". The cards show photographs of the coins you have, or receive, and the items you buy. All the money problems keep values well below a pound. This, of course, cramps the authors' style since shopping activities costing under a pound are rather restricted. So we see lots of pencils, combs, and plastic toys. Not very exciting, but cheap.

The mathematical content of these cards is totally unimaginative, but novelty was not a goal for this project. You are buying materials and a style, not ideas.

Andrew Rothery

notes

MATHS SMP 11-16
Two additional items are now available for the SMP 11-16 mathematics course. The first is a packet of "Strip Pattern Stencils", with 32 stencils in four sets of eight (£1.95). The second is a set of "Investigations and Stretchers".

The Stretchers are work cards containing problems for able pupils. They can be used with or without the SMP course, but their aim is to encourage pupils to work and think independently. The investigations part of the pack allows teachers to present the same tasks to a wider range of pupils.

"Investigations and Stretchers" can be obtained, price £4.95 (D Pack), from Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU.

BRISTOL EXPLORATORY
Following a successful exhibition earlier this year, the Bristol Exploratory, the first interactive science centre in the UK, has received grants worth £270,000 from the Nuffield and Carnegie Foundations. When it opens in 1986, the centre will contain over 200 displays and do-it-yourself experiments.

All the displays are made at the Exploratory workshop, which is already open to the public. These include perception tests and illustrations of friction and pendulums in action.

Exhibition space is already available at the workshop, where small school or family groups can see the experiments before they are made. Further details from Kate

It doesn't matter whether it is *Danger Mouse* or *Dynasty*, these days the success of a television programme is registered by the number of millimetres a juddering line kinks upwards on a long computer print-out. Advertising executives and television programme controllers study these charts and the accompanying miasma of statistical data which together make up the weekly BARB figures with a compulsive fascination.

But there are other less scientific, less quantifiable but altogether more graphic indices of a programme's popularity. When grown men rush home early from work to catch a particular children's programme when tea-time is re-arranged because of that programme and a holy silence reigns around the telly in university common rooms while it is going out, computer print-outs become academic.

A few years ago *The Magic Roundabout* caused precisely that sort of variation in the folk-routine; these days its mantle has been inherited by *Danger Mouse*. There are men who actually refuse overtime in order to get home and see it. It does take priority over tea in many thousands of homes. Students really are forming *Danger Mouse* appreciation societies – and not just in this country. The British-made cartoon is fast becoming a world-wide phenomenon.

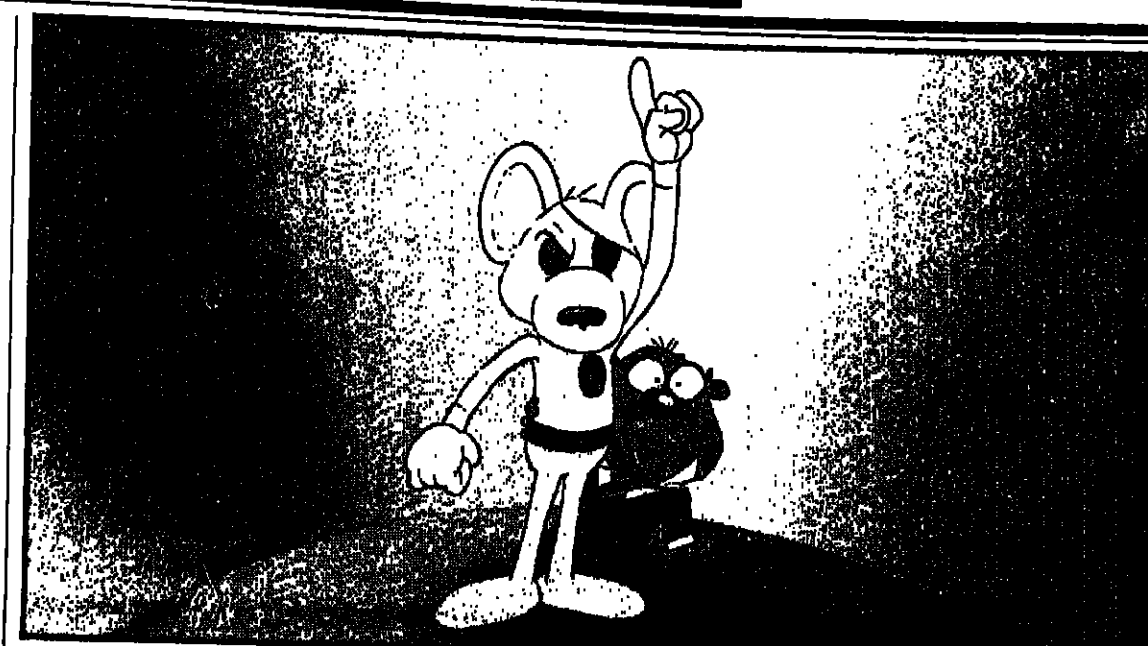
All of which must be very gratifying to Bryan Cowgill, Managing Director of Thames Television. In 1976 it was he who encouraged two Manchester-based film animators, Brian Cosgrove and Mark Hall, to go away and make high-quality children's films for the TV network. They took his advice and Cosgrove Hall Productions, the company they formed that year as a subsidiary of Thames Television has been going from strength to strength ever since.

In nine years it has scooped no less than four BAFTA awards for children's programmes, a Prix Jeunesse in Europe and an International Emmy in the United States. Still billed in what was once a tobacco and confectionery warehouse at Chorlton-cum-Hardy, just outside Manchester, the company which once employed just "a handful" of staff now has more than one hundred on the payroll.

Its films have been seen in a staggering 77 countries. It regularly earns more than one million pounds a year in export revenue and has just spent £1.5 million on a comprehensive redevelopment of its programme, converting the old warehouse into a purpose-built studio complex – into what Bryan Cowgill describes as "the dream-factory at Chorlton-cum-Hardy".

The phenomenal success of *Danger Mouse* is behind it all. Widely popular in this country, loved by adults as well as children, critics as well as the general public, the 15-minute cartoons have proved nothing short of a sensation in America.

The programmes, each of which takes well over a week to make, with a dedicated team of young artists drawing every single frame by hand, have become the second most popular series ever shown on Nickelodeon, the American children's cable television channel. Up to 24 million subscribers are tapping up the 150 adventures of the rodent investigator and his hapless assistant Penfold at the rate of five a week. (In this country they go out on



'Every generation needs a good mouse'

Hugh David pays a visit to Cosgrove Hall, forerunner in a 'renaissance in children's programmes'

Thursdays, cold-bloodedly scheduled against the start of the BBC's top-rating *Blue Peter*.

New Cosgrove Hall has been commissioned by the series' US distributors to make 50 more and at double the length for coast-to-coast syndication. In only two years *Danger Mouse* has become far and away the most successful British cartoon ever seen on American television.

"Every generation needs and enjoys a good mouse", says Bryan Cowgill, and that may well be the best explanation "there is for the appeal of the series. Following in the wake of Mickey and Minnie and *Tom and Jerry*, it is nevertheless very much a mouse of the eighties. Brian Trueman's scripts are witty and sophisticated, written for children certainly, but for the knowing, streetwise kids of today who have BMXs in the garage, love Children's ITV but also possess an encyclopedic knowledge of *Minder*.

But although it has brought Cosgrove Hall more plaudits (and, one suspects, a great deal more money) than anything else it has produced, *Danger Mouse* is only one of several cartoon series created in the dream factory. A brand new one, called *Atlas the Jetter*, is currently in production, ready for its launch on the ITV network this autumn.

It has also been written by Brian Trueman and follows the adventures of a little spaceman and his telecommunicating dog, Boswell, whose time machine has gone wrong and pitched them into a medieval England full of knights and giants.

Clants also feature in the company's major project for 1985-86, a big friend ly one. *The BFG*, is to be a full-length animated feature film based on Roald

Dahl's best-selling children's story of the same name. The project, the biggest that Cosgrove Hall has ever undertaken, is being wholly financed by Thames Television, and when it is completed the film will have an initial cinema release before being shown on ITV.

That, however, will not be for another two years. So far only the soundtrack has been recorded – featuring the voices of David Jason, Mollie Sugden and Angela Thorne – although the obvious comparison is already being drawn. Launching the project last month, Bryan Cowgill commented: "I believe there continues to be a demand in the cinema – and on television – for the kind of high-quality family entertainment that Walt Disney pioneered long ago."

Danger Mouse, a new cartoon series, a feature-length cartoon film... all in all Cosgrove Hall produces some 800 minutes of finished material a year (the equivalent of eight or nine feature films), but together the cartoons amount to only about half of that. As any visitor to the Chorlton-cum-Hardy studio complex soon notices, there is another, completely separate side to the company's work.

Though they are produced in black-painted studios only yards from the light, airy rooms where *Danger Mouse* comes from by frame to life, Cosgrove Hall's equally successful model-animation series depend on the skills of a totally different group of craftsmen.

Specially-trained model-makers create the intricate, highly expensive puppet-stars of such series as *The Wind in the Willows* (one BAFTA and one International Emmy award) and *Cock-*

leshell Bay (the most popular preschool programme currently on British television). Equally skilled manipulators then put these through their paces in front of the cameras. "Playing with the dolls", they call it; the finicky business of flexing their latex rubber arms and legs, even on occasions their tiny fingers and eyelids, millimetre by millimetre to create the impression of lifelike movement.

It's an immensely painstaking process. Though the 30 centimetre-high puppets of Robin and Rosie in *Cockleshell Bay* have solid heads and one fixed, rather blank expression, the rather smaller puppets of Budget, Rat, Mole and Toad in *The Wind in the Willows* have faces as mobile as any human's. Prodding at one with a pin, an experienced operator on a good day (a day when a light doesn't blow, the camera doesn't jam, and no one arrives to interrupt him) might be able to make it cover its mouth with its hand and yawn; a sequence which would take two drawings on the detailed storyboard he works from and occupy no more than three seconds in the finished film.

But for Bryan Cosgrove, Mark Hall and Bryan Cowgill such effort is more than worthwhile. All three regard the polish and style of such programmes as *Danger Mouse* and *The Wind in the Willows* as justification enough – more important, indeed, than their subsequent success. Lord Thomson, Chairman of the Independent Broadcasting Authority, however, sees things in a wider context. "There has been a renaissance in children's programmes on ITV", he said on a recent visit to Chorlton-cum-Hardy, "and that has been due in no small part to Cosgrove Hall Productions".

Seen as relevant to those who get a job – although there is a message here for all of us – but, for those who do become unemployed, the series will offer, at least, a lifeline. For those willing to use their period of unemployment to the full it could, as the series intends, be an opportunity.

Teachers' notes will be available free from the producer at the end of the summer. Write, with a s.a.e. to Graham Tayer, BBC Schools Radio, Broadcasting House, London W1

Useful unemployment?

by Jean Sargeant

positive, *Using Unemployment* describes survival tactics, looks at voluntary and community work, education courses, new skills, examines what is free and available and explores the informal economy. It even asks whether it is worth, Tebbit like, getting on your bike!

If that reads like a fairly heavy agenda it doesn't sound that way on the radio chiefly because the real life illustrations of how to use unemployment are varied but encouraging. "In a quiet way sensationalism" is how the producer describes them.

Some of the featured schemes are relatively well known such as Instant Music created by a businessman with an unemployed son and now an advisory network helping to convert idleness into paid work. Some activities are not schemes at all: they are simply examples of people engaged in a range

Other people make good use of local facilities. Young people in Hartlepool, for example, are shown making their own music. (Watch the charts for "Hottest Time of the Year" – the forthcoming Hammersmith Unemployment Festival, for and by the unemployed, has not only music, sport and dancing, but also workshops about jobs, creative skills and personal development. The benefit position is described to those thinking of leaving home and warnings are given. Meanwhile, although the opportunities offered by, say, the Central Bureau for Educational Visits or Community Service, Volunteers may not tempt all potentially unemployed trainees (or school-leavers) to travel far, they may at least convince them that there is, after all, a lot to do and it is well worth getting up in the morning.

This theme, then, of using unemployment to the full, is a message for all of us – but, for those who do become unemployed, the series will offer, at least, a lifeline. For those willing to use their period of unemployment to the full it could, as the series intends, be an opportunity.

Teachers' notes will be available free from the producer at the end of the summer. Write, with a s.a.e. to Graham Tayer, BBC Schools Radio, Broadcasting House, London W1

4 Tiles Available For Recording From Sunday 28th July 1985

Approximate Transmission Times

Monday 29th July
2.35pm Design Masters: Did We Really Look Like That? – Repeats For Code C
4.00pm Whose Town Is It Anyway? – Housing: Demands for Change – Repeats For Code B
Tuesday 30th July
5.30pm Anything We Can Do – Series 1: Something Of An Expert – Repeats For Code A
Wednesday 31st July
6.00pm Wales – Landscapes & Legends. Teles

Of The Valley Part 1 For Code B
6.00pm The World – A TV History: Europe The Motor For Code E
Saturday 3rd August
1.05pm Nature In Focus For Code B
1.30pm Ever Thought of Spinning? – Repeats For Code A
9.15pm Pictures By Sainsbury For Code C
For more information contact:
BBC 4, London
8, Rye House, Peterborough PE1 1WB
(0753) 215515
Disc Changes (0753) 215512

briefings

radio & tv

Continuing education and general interest

SEE HEARI
(Sunday, 12.10 BBC1)
A monthly report on matters of interest to deaf people. Offers information on aids, services and clubs and provides an opportunity for individuals and organizations to present their own points of view.

RECOVERY
(Tuesday, 23.10 BBC1)
In "Recipe for Success", Brian Redhead visits a cooker factory on the banks of the Manchester Ship Canal. New management and aggressive marketing have rescued this 100-year-old company.

BELLAMY'S SEASIDE SAFARI
(Wednesday, 19.35 BBC1)
David Bellamy explores the seashore in his own inimitable way. Here he examines the wide range of wild life which is strong enough to exist in this hostile environment with its annual invasion of holidaymakers.

THE WORLD – A TELEVISION HISTORY
(Wednesday, 20.00 C4)
The last ten programmes of this world history which uses innovative visual techniques to present a global and geographical view. "Europe: State and Power" covers the years 1453-1700, this week it looks at the way Europe recovered after the fall of Constantinople and at the developments in art, science, commerce and warfare which marked the Renaissance.

KHOMISO KHAN AT CAMDEN LOCK
(Wednesday, 23.25 C4)
A concert of music from the province of Sindh which boasts a popular folk tradition going back to the Indus Valley civilization five thousand and years ago.

ERNEST ANSERMET
(Wednesday, 21.00 C4)
A film portrait of the great Swiss conductor who died in 1969. Draws on the memories of family and colleagues as well as the rich archive of performances left by this pioneer of modern recording.

PETER GRAVES AT 90
(Wednesday, 21.00 R4)
Two programmes to mark the 90th birthday of the poet. "Life of the Poet Gnaeus Robertus Graves" is followed at 22.45 by the short play "They Say... They Say..."

SEEDS OF HOPE
(Thursday, 21.30 ITV)
"Companion pieces to 'Seeds of Despair', which alerted the West to the famine in Ethiopia, point out how expert advice and international help could probably prevent such disasters. Charles Stewart has produced a film story of the people of a remote village in Ethiopia and their fight for life.

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education

Other Appointments

Primary Education

Deputy Headships Senior Masters/Mistresses

Scale 2 Posts

Scale 1 Posts

Middle School Education

Physical Education

Other than by Subjects

Secondary Education

Deputy Headships Senior Masters/Mistresses

Remedial and Special Needs Teaching Posts

Art and Design

Classics

Commercial Subjects

Craft Design & Technology

Economics & Business Studies

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Music

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technology

Other than by Subjects

Geography

History

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Science

Other than by Subjects

Speech and Drama

Technology

Other than by Subjects

University Appointments

Research Posts

Service Colleges

Colleges of Higher Education

Other Appointments

Preparatory Schools

Headships

Classics

Geography

Mathematics

Music

Pastoral

Physical Education

Science

Other than by Subjects

Speech and Drama

Technology

Other than by Subjects

Colleges of Further Education

Heads of Department

Other Appointments

Independent Schools

Remedial and Special Needs Teaching Posts

Art and Design

Computer Studies

Economics & Business Studies

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Music

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technology

Other than by Subjects

University Appointments

Research Posts

Service Colleges

Colleges of Higher Education

Other Appointments

Preparatory Schools

Headships

Classics

Geography

Mathematics

Music

Pastoral

Physical Education

Science

Other than by Subjects

Speech and Drama

Technology

Other than by Subjects

Colleges of Further Education

Heads of Department

Other Appointments

Independent Schools

Remedial and Special Needs Teaching Posts

Art and Design

Computer Studies

Economics & Business Studies

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Music

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technology

Other than by Subjects

University Appointments

Research Posts

Service Colleges

Colleges of Higher Education

Other Appointments

Preparatory Schools

Headships

Classics

Geography

Mathematics

Music

Pastoral

Physical Education

Science

Other than by Subjects

Speech and Drama

Technology

Other than by Subjects

Colleges of Further Education

Heads of Department

Other Appointments

Independent Schools

Remedial and Special Needs Teaching Posts

Art and Design

Computer Studies

Economics & Business Studies

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Music

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technology

Other than by Subjects

University Appointments

Research Posts

Service Colleges

Colleges of Higher Education

Other Appointments

Preparatory Schools

Headships

Classics

Geography

Mathematics

Music

Pastoral

Physical Education

Science

Other than by Subjects

Speech and Drama

Technology

Other than by Subjects

Colleges of Further Education

Heads of Department

Other Appointments

Independent Schools

Remedial and Special Needs Teaching Posts

Art and Design

Computer Studies

Economics & Business Studies

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Music

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technology

Other than by Subjects

University Appointments

Research Posts

Service Colleges

Colleges of Higher Education

Other Appointments

Preparatory Schools

Headships

Classics

Geography

Mathematics

Music

Pastoral

Physical Education

Science

Other than by Subjects

Speech and Drama

Technology

Other than by Subjects

Colleges of Further Education

Heads of Department

Other Appointments

Independent Schools

Remedial and Special Needs Teaching Posts

Art and Design

Computer Studies

Economics & Business Studies

English

Geography

History

Home Economics

Humanities

Mathematics

Modern Languages

Music

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technology

Other than by Subjects

University Appointments

Research Posts

Service Colleges

Colleges of Higher Education

Other Appointments

Preparatory Schools

Headships

Classics

Geography

Mathematics

Music

Pastoral

Physical Education

Science

Other than by Subjects

Speech and Drama

Technology

Other than by Subjects

Colleges of Further Education

##

SECONDARY

MATHEMATICS

continued

NORFOLK

BLYTH JEN SCHOOL

St Clement's, Norwich
NR3 4BX
Tel: 11400

SCALE 1 TEACHER OF

MATHEMATICS

Applicants should be of the age of 25 or over, have a minimum of 5 years' experience in the subject and be able to teach to the Headmaster's satisfaction. Applications should be sent to the Headmaster, Blyth Jen School, St Clement's, Norwich, NR3 4BX, by 15th September 1985.

NORTH YORKSHIRE

COUNTY COUNCIL

HARROGATE GRAMMAR HIGH SCHOOL

Avonvale Road, Harrogate
YO1 4AR

A temporary vacancy exists

for a teacher of Mathematics for one year, in the Mathematics Department of this large and thriving Comprehensive School at Scale 1 level from September 1985.

The successful candidate will teach courses up to the age of 16 including GCSE Examination and CSE Examination syllabus.

Candidates should write immediately to the Headmaster, Jonathan Edwards, enclosing their letter of application, a full curriculum vitae and names, addresses and telephone numbers of two referees. (17532) 133422

REDRIDGE

LONDON BOROUGH OF

CATERHAM HIGH SCHOOL

Caterham Avenue,
Caterham, Kent, SE18 6LW
Tel: 01-5514415

Head: P.A. Birchall

Required for September 1985 is a teacher of Mathematics to CSE and 'O' level with some Lower School experience. The successful candidate will be a member of the staff of a secondary school and will have a minimum of 5 years' experience in the subject.

Application forms are obtainable from and returnable to the Director of Education, 255-259, Strand, London, W.C.2R. Tel: 01-478 3020. Ext. 1931. (17546) 133422

RICHMOND

UPON THAMES

LONDON BOROUGH OF

RICHMOND

(An Equal Opportunity Employer)

WHITTON SCHOOL

Forney Road, Whitton,
Twickenham, Middlesex
TW20 0EX

(11-16 mixed comprehensive)

Assistant Teacher of Mathematics (Scale 1 plus Outer London Allowance) required from September.

The vacancy arises through the promotion of the present holder of the post. The successful candidate will be required to teach to the Headmaster's satisfaction and to have a minimum of 5 years' experience in the subject.

Application forms are obtainable from and returnable to the Director of Education, 255-259, Strand, London, W.C.2R. Tel: 01-478 3020. Ext. 1931. (17546) 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Modern Languages

Scale 2 Posts and above

CHESHIRE

EDUCATION COMMITTEE

CHANGING COUNTY

Cheshire, Cheshire
Ellesmere Port, South
Wirral L65 8EJ

Required for September 1985

IN CHARGE OF SPANISH/FRENCH SCALE 2

For suitably qualified and experienced teacher of staff. Newly qualified staff are welcome to apply and if successful, would be appointed on Scale 1.

Please apply by letter as soon as possible to the Acting Head Designate (Mr Edwards) at the above address. (17540) 133620

NORTH YORKSHIRE

COUNTY COUNCIL

HARROGATE GRAMMAR HIGH SCHOOL

Avonvale Road, Harrogate
YO1 4AR

A temporary vacancy exists

for a teacher of Mathematics for one year, in the Mathematics Department of this large and thriving Comprehensive School at Scale 1 level from September 1985.

The successful candidate will teach courses up to the age of 16 including GCSE Examination and CSE Examination syllabus.

Candidates should write immediately to the Headmaster, Jonathan Edwards, enclosing their letter of application, a full curriculum vitae and names, addresses and telephone numbers of two referees. (17532) 133422

REDRIDGE

LONDON BOROUGH OF

CATERHAM HIGH SCHOOL

Caterham Avenue,
Caterham, Kent, SE18 6LW
Tel: 01-5514415

Head: P.A. Birchall

Required for September 1985 is a teacher of Mathematics to CSE and 'O' level with some Lower School experience. The successful candidate will be a member of the staff of a secondary school and will have a minimum of 5 years' experience in the subject.

Application forms are obtainable from and returnable to the Director of Education, 255-259, Strand, London, W.C.2R. Tel: 01-478 3020. Ext. 1931. (17546) 133422

RICHMOND

UPON THAMES

LONDON BOROUGH OF

RICHMOND

(An Equal Opportunity Employer)

WHITTON SCHOOL

Forney Road, Whitton,
Twickenham, Middlesex
TW20 0EX

(11-16 mixed comprehensive)

Assistant Teacher of Mathematics (Scale 1 plus Outer London Allowance) required from September.

The vacancy arises through the promotion of the present holder of the post. The successful candidate will be required to teach to the Headmaster's satisfaction and to have a minimum of 5 years' experience in the subject.

Application forms are obtainable from and returnable to the Director of Education, 255-259, Strand, London, W.C.2R. Tel: 01-478 3020. Ext. 1931. (17546) 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

Scale 1 Teacher of Maths with some Technical Graphics experience required for September 1985 or as soon as possible thereafter. For courses up to 'O' level.

Contact the School on Caterham 42827. 133422

SURREY

EDUCATION COMMITTEE

BARTON COUNTY

SECONDARY SCHOOL

12-13 mixed comprehensive

HARTFORDSHIRE

STEVENAGE GIRLS' SCHOOL

Widley Way, Stevenage SG2
0AH

Head: Mrs J. Black

Required for September 1985 or as soon as possible thereafter a well qualified teacher of French to take over the work of the department to the Headmaster's satisfaction. The successful candidate will be a member of the staff of a secondary school and will have a minimum of 5 years' experience in the subject.

Application forms are obtainable from and returnable to the Headmaster, Stevenage Girls' School, Widley Way, Stevenage, SG2 0AH. (17545) 133622

HILLINGDON

LONDON BOROUGH OF

HILLINGDON

Swakeleys School,
Clifford Gardens,
Hillingdon, Uxbridge,
Middlesex UB8 0EJ

(Number on roll: 822, 99 in sixth form)

Headteacher: Miss J. Traill, M.A.

Required for September 1985 is a teacher of French to take over the work of the department to the Headmaster's satisfaction. The successful candidate will be a member of the staff of a secondary school and will have a minimum of 5 years' experience in the subject.

Application forms are obtainable from and returnable to the Headmaster, Hillingdon School, Clifford Gardens, Hillingdon, Uxbridge, Middlesex UB8 0EJ. (17545) 133622

KIRKLEES

METROPOLITAN COUNCIL

EDUCATION SERVICES

Headteacher: Mr P. H. Jones

Required for September 1985 is a teacher of French to take over the work of the department to the Headmaster's satisfaction. The successful candidate will be a member of the staff of a secondary school and will have a minimum of 5 years' experience in the subject.

Application forms are obtainable from and returnable to the Headmaster, Hillingdon School, Clifford Gardens, Hillingdon, Uxbridge, Middlesex UB8 0EJ. (17545) 133622

KIRKLEES

METROPOLITAN COUNCIL

EDUCATION SERVICES

Headteacher: Mr P. H. Jones

Required for September 1985 is a teacher of French to take over the work of the department to the Headmaster's satisfaction. The successful candidate will be a member of the staff of a secondary school and will have a minimum of 5 years' experience in the subject.

Application forms are obtainable from and returnable to the Headmaster, Hillingdon School, Clifford

YOUTH & COMMUNITY

LEICESTERSHIRE

CRUICKSHANK
Employer

HINDLEY'S COMMUNITY
COLLEGE
Forest Street, Shepperton,
London, W11 1LH

YOUTH & COMMUNITY
SERVICE SCALE FE1

Required August 28th for
one year to cover second-
ment part time Community
Tutor (YOUTH). Burnham
Bristol FE1

The College is a purpose
built Community College
with its own Youth Centre
and has a very varied youth
programme for young peo-
ple from seven to eighteen.
The post is part-time (60-
70%) but could be full time
for a qualified Science
teacher (30-40% teaching
Science).

Please contact the Head-
teacher for further details
and application forms
(5A2) (117535)

SHROPSHIRE

COUNCIL
YOUTH SERVICE

YOUTH WORKER

Invited from experienced youth
workers to research needs
and develop work with
young people at:
FURNACE LANE YOUTH
CLUB

Person appointed will
work in a District Team
covering N. Wrexham District
Area.

INSTE approved Staff
Development Policy.

Salary JNC range 3 pte. 2,
6, 11, 15, 19, 23, 27, 31, 35,
39, 43, 47, 51, 55, 59, 63,
67, 71, 75, 79, 83, 87, 91,
95, 99, 103, 107, 111, 115,
119, 123, 127, 131, 135, 139,
143, 147, 151, 155, 159, 163,
167, 171, 175, 179, 183, 187,
191, 195, 199, 203, 207, 211,
215, 219, 223, 227, 231, 235,
239, 243, 247, 251, 255, 259,
263, 267, 271, 275, 279, 283,
287, 291, 295, 299, 303, 307,
311, 315, 319, 323, 327, 331,
335, 339, 343, 347, 351, 355,
359, 363, 367, 371, 375, 379,
383, 387, 391, 395, 399, 403,
407, 411, 415, 419, 423, 427,
431, 435, 439, 443, 447, 451,
455, 459, 463, 467, 471, 475,
479, 483, 487, 491, 495, 499,
503, 507, 511, 515, 519, 523,
527, 531, 535, 539, 543, 547,
551, 555, 559, 563, 567, 571,
575, 579, 583, 587, 591, 595,
599, 603, 607, 611, 615, 619,
623, 627, 631, 635, 639, 643,
647, 651, 655, 659, 663, 667,
671, 675, 679, 683, 687, 691,
695, 699, 703, 707, 711, 715,
719, 723, 727, 731, 735, 739,
743, 747, 751, 755, 759, 763,
767, 771, 775, 779, 783, 787,
791, 795, 799, 803, 807, 811,
815, 819, 823, 827, 831, 835,
839, 843, 847, 851, 855, 859,
863, 867, 871, 875, 879, 883,
887, 891, 895, 899, 903, 907,
911, 915, 919, 923, 927, 931,
935, 939, 943, 947, 951, 955,
959, 963, 967, 971, 975, 979,
983, 987, 991, 995, 999, 1003,
1007, 1011, 1015, 1019, 1023,
1027, 1031, 1035, 1039, 1043,
1047, 1051, 1055, 1059, 1063,
1067, 1071, 1075, 1079, 1083,
1087, 1091, 1095, 1099, 1103,
1107, 1111, 1115, 1119, 1123,
1127, 1131, 1135, 1139, 1143,
1147, 1151, 1155, 1159, 1163,
1167, 1171, 1175, 1179, 1183,
1187, 1191, 1195, 1199, 1203,
1207, 1211, 1215, 1219, 1223,
1227, 1231, 1235, 1239, 1243,
1247, 1251, 1255, 1259, 1263,
1267, 1271, 1275, 1279, 1283,
1287, 1291, 1295, 1299, 1303,
1307, 1311, 1315, 1319, 1323,
1327, 1331, 1335, 1339, 1343,
1347, 1351, 1355, 1359, 1363,
1367, 1371, 1375, 1379, 1383,
1387, 1391, 1395, 1399, 1403,
1407, 1411, 1415, 1419, 1423,
1427, 1431, 1435, 1439, 1443,
1447, 1451, 1455, 1459, 1463,
1467, 1471, 1475, 1479, 1483,
1487, 1491, 1495, 1499, 1503,
1507, 1511, 1515, 1519, 1523,
1527, 1531, 1535, 1539, 1543,
1547, 1551, 1555, 1559, 1563,
1567, 1571, 1575, 1579, 1583,
1587, 1591, 1595, 1599, 1603,
1607, 1611, 1615, 1619, 1623,
1627, 1631, 1635, 1639, 1643,
1647, 1651, 1655, 1659, 1663,
1667, 1671, 1675, 1679, 1683,
1687, 1691, 1695, 1699, 1703,
1707, 1711, 1715, 1719, 1723,
1727, 1731, 1735, 1739, 1743,
1747, 1751, 1755, 1759, 1763,
1767, 1771, 1775, 1779, 1783,
1787, 1791, 1795, 1799, 1803,
1807, 1811, 1815, 1819, 1823,
1827, 1831, 1835, 1839, 1843,
1847, 1851, 1855, 1859, 1863,
1867, 1871, 1875, 1879, 1883,
1887, 1891, 1895, 1899, 1903,
1907, 1911, 1915, 1919, 1923,
1927, 1931, 1935, 1939, 1943,
1947, 1951, 1955, 1959, 1963,
1967, 1971, 1975, 1979, 1983,
1987, 1991, 1995, 1999, 2003,
2007, 2011, 2015, 2019, 2023,
2027, 2031, 2035, 2039, 2043,
2047, 2051, 2055, 2059, 2063,
2067, 2071, 2075, 2079, 2083,
2087, 2091, 2095, 2099, 2103,
2107, 2111, 2115, 2119, 2123,
2127, 2131, 2135, 2139, 2143,
2147, 2151, 2155, 2159, 2163,
2167, 2171, 2175, 2179, 2183,
2187, 2191, 2195, 2199, 2203,
2207, 2211, 2215, 2219, 2223,
2227, 2231, 2235, 2239, 2243,
2247, 2251, 2255, 2259, 2263,
2267, 2271, 2275, 2279, 2283,
2287, 2291, 2295, 2299, 2303,
2307, 2311, 2315, 2319, 2323,
2327, 2331, 2335, 2339, 2343,
2347, 2351, 2355, 2359, 2363,
2367, 2371, 2375, 2379, 2383,
2387, 2391, 2395, 2399, 2403,
2407, 2411, 2415, 2419, 2423,
2427, 2431, 2435, 2439, 2443,
2447, 2451, 2455, 2459, 2463,
2467, 2471, 2475, 2479, 2483,
2487, 2491, 2495, 2499, 2503,
2507, 2511, 2515, 2519, 2523,
2527, 2531, 2535, 2539, 2543,
2547, 2551, 2555, 2559, 2563,
2567, 2571, 2575, 2579, 2583,
2587, 2591, 2595, 2599, 2603,
2607, 2611, 2615, 2619, 2623,
2627, 2631, 2635, 2639, 2643,
2647, 2651, 2655, 2659, 2663,
2667, 2671, 2675, 2679, 2683,
2687, 2691, 2695, 2699, 2703,
2707, 2711, 2715, 2719, 2723,
2727, 2731, 2735, 2739, 2743,
2747, 2751, 2755, 2759, 2763,
2767, 2771, 2775, 2779, 2783,
2787, 2791, 2795, 2799, 2803,
2807, 2811, 2815, 2819, 2823,
2827, 2831, 2835, 2839, 2843,
2847, 2851, 2855, 2859, 2863,
2867, 2871, 2875, 2879, 2883,
2887, 2891, 2895, 2899, 2903,
2907, 2911, 2915, 2919, 2923,
2927, 2931, 2935, 2939, 2943,
2947, 2951, 2955, 2959, 2963,
2967, 2971, 2975, 2979, 2983,
2987, 2991, 2995, 2999, 3003,
3007, 3011, 3015, 3019, 3023,
3027, 3031, 3035, 3039, 3043,
3047, 3051, 3055, 3059, 3063,
3067, 3071, 3075, 3079, 3083,
3087, 3091, 3095, 3099, 3103,
3107, 3111, 3115, 3119, 3123,
3127, 3131, 3135, 3139, 3143,
3147, 3151, 3155, 3159, 3163,
3167, 3171, 3175, 3179, 3183,
3187, 3191, 3195, 3199, 3203,
3207, 3211, 3215, 3219, 3223,
3227, 3231, 3235, 3239, 3243,
3247, 3251, 3255, 3259, 3263,
3267, 3271, 3275, 3279, 3283,
3287, 3291, 3295, 3299, 3303,
3307, 3311, 3315, 3319, 3323,
3327, 3331, 3335, 3339, 3343,
3347, 3351, 3355, 3359, 3363,
3367, 3371, 3375, 3379, 3383,
3387, 3391, 3395, 3399, 3403,
3407, 3411, 3415, 3419, 3423,
3427, 3431, 3435, 3439, 3443,
3447, 3451, 3455, 3459, 3463,
3467, 3471, 3475, 3479, 3483,
3487, 3491, 3495, 3499, 3503,
3507, 3511, 3515, 3519, 3523,
3527, 3531, 3535, 3539, 3543,
3547, 3551, 3555, 3559, 3563,
3567, 3571, 3575, 3579, 3583,
3587, 3591, 3595, 3599, 3603,
3607, 3611, 3615, 3619, 3623,
3627, 3631, 3635, 3639, 3643,
3647, 3651, 3655, 3659, 3663,
3667, 3671, 3675, 3679, 3683,
3687, 3691, 3695, 3699, 3703,
3707, 3711, 3715, 3719, 3723,
3727, 3731, 3735, 3739, 3743,
3747, 3751, 3755, 3759, 3763,
3767, 3771, 3775, 3779, 3783,
3787, 3791, 3795, 3799, 3803,
3807, 3811, 3815, 3819, 3823,
3827, 3831, 3835, 3839, 3843,
3847, 3851, 3855, 3859, 3863,
3867, 3871, 3875, 3879, 3883,
3887, 3891, 3895, 3899, 3903,
3907, 3911, 3915, 3919, 3923,
3927, 3931, 3935, 3939, 3943,
3947, 3951, 3955, 3959, 3963,
3967, 3971, 3975, 3979, 3983,
3987, 3991, 3995, 3999, 4003,
4007, 4011, 4015, 4019, 4023,
4027, 4031, 4035, 4039, 4043,
4047, 4051, 4055, 4059, 4063,
4067, 4071, 4075, 4079, 4083,
4087, 4091, 4095, 4099, 4103,
4107, 4111, 4115, 4119, 4123,
4127, 4131, 4135, 4139, 4143,
4147, 4151, 4155, 4159, 4163,
4167, 4171, 4175, 4179, 4183,
4187, 4191, 4195, 4199, 4203,
4207, 4211, 4215, 4219, 4223,
4227, 4231, 4235, 4239, 4243,
4247, 4251, 4255, 4259, 4263,
4267, 4271, 4275, 4279, 4283,
4287, 4291, 4295, 4299, 4303,
4307, 4311, 4315, 4319, 4323,
4327, 4331, 4335, 4339, 4343,
4347, 4351, 4355, 4359, 4363,
4367, 4371, 4375, 4379, 4383,
4387, 4391, 4395, 4399, 4403,
4407, 4411, 4415, 4419, 4423,
4427, 4431, 4435, 4439, 4443,
4447, 4451, 4455, 4459, 4463,
4467, 4471, 4475, 4479, 4483,
4487, 4491, 4495, 4499, 4503,
4507, 4511, 4515, 4519, 4523,
4527, 4531, 4535, 4539, 4543,
4547, 4551, 4555, 4559, 4563,
4567, 4571, 4575, 4579, 4583,
4587, 4591, 4595, 4599, 4603,
4607, 4611, 4615, 4619, 4623,
4627, 4631, 4635, 4639, 4643,
4647, 4651, 4655, 4659, 4663,
4667, 4671, 4675, 4679, 4683,
4687, 4691, 4695, 4699, 4703,
4707, 4711, 4715, 4719, 4723,
4727, 4731, 4735, 4739, 4743,
4747, 4751, 4755, 4759, 4763,
4767, 4771, 4775, 4779, 4783,
4787, 4791, 4795, 4799, 4803,
4807, 4811, 4815, 4819, 4823,
4827, 4831, 4835, 4839, 4843,
4847, 4851, 4855, 4859, 4863,
4867, 4871, 4875, 4879, 4883,
4887, 4891, 4895, 4899, 4903,
4907, 4911, 4915, 4919, 4923,
4927, 4931, 4935, 4939, 4943,
4947, 4951, 4955, 4959, 4963,
4967, 4971, 4975, 4979, 4983,
4987, 4991, 4995, 4999, 5003,
5007, 5011, 5015, 5019, 5023,
5027, 5031, 5035, 5039, 5043,
5047, 5051, 5055, 5059, 5063,
5067, 5071, 5075, 5079, 5083,
5087, 5091, 5095, 5099, 5103,
5107, 5111, 5115, 5119, 5123,
5127, 5131, 5135, 5139, 5143,
5147, 5151, 5155, 5159, 5163,
5167, 5171, 5175, 5179, 5183,
5187, 5191, 5195, 5199, 5203,
5207, 5211, 5215, 5219, 5223,
5227, 5231, 5235, 5239, 5243,
5247, 5251, 5255, 5259, 5263,
5267, 5271, 5275, 5279, 5283,
5287, 5291, 5295, 5299, 5303,
5307, 5311, 5315, 5319, 5323,
5327, 5331, 5335, 5339, 5343,
5347, 5351, 5355, 5359, 5363,
5367, 5371, 5375, 5379, 5383,
5387, 5391, 5395, 5399, 5403,
5407, 5411, 5415, 5419, 5423,
5427, 5431, 5435, 5439, 5443,
5447, 5451, 5455, 5459, 5463,
5467, 5471, 5475, 5479, 5483,
5487, 5491, 5495, 5499, 5503,
5507, 5511, 5515, 5519, 5523,
5527, 5531, 5535, 5539, 5543,
5547, 5551, 5555, 5559, 5563,
5567, 5571, 5575, 5579, 5583,
5587, 5591, 5595, 5599, 5603,
5607, 5611, 5615, 5619, 5623,
5627, 5631, 5635, 5639, 5643,
5647, 5651, 5655, 5659, 5663,
5667, 5671, 5675, 5679, 5683,
5687, 5691, 5695, 5699, 5703,
5707, 5711, 5715, 5719, 5723,
5727, 5731, 5735, 5739, 5743,
5747, 5751, 5755, 5759, 5763,
5767, 5771, 5775, 5779, 5783,
5787, 5791, 5795, 5799, 5803,
5807, 5811, 5815, 5819, 5823,
5827, 5831, 5835, 5839, 5843,
5847, 5851, 5855, 5859, 5863,
5867, 5871, 5875, 5879, 5883,
5887, 5891, 5895, 5899, 5903,
5907, 5911, 5915, 5919, 5923,
5927, 5931, 5935, 5939, 5943,
5947, 5951, 5955, 5959, 5963,
5967, 5971, 5975, 5979, 5983,
5987, 5991, 5995, 5999, 6003,
6007, 6011, 6015, 6019, 6023,
6027, 6031, 6035, 6039, 6043,
6047, 6051, 6055, 6059, 6063,
6067, 6071, 6075, 6079, 6083,
6087, 6091, 6095, 6099, 6103,
6107, 6111, 6115, 6119, 6123,
6127, 6131, 6135, 6139, 6143,
6147, 6151, 6155, 6159, 6163,
6167, 6171, 6175, 6179, 6183,
6187, 6191, 6195, 6199, 6203,
6207, 6211, 6215, 6219, 6223,
6227, 6231, 6235, 6239, 6243,
6247, 6251, 6255, 6259, 6263,
6267, 6271, 6275, 6279, 6283,
6287, 6291, 6295, 6299, 6303,
6307, 6311, 6315, 6319, 6323,
6327, 6331, 6335, 6339, 6343,
6347, 6351, 6355, 6359, 6363,
6367, 6371, 6375, 6379, 6383,
6387, 6391, 6395, 6399, 6403,
6407, 6411, 6415, 6419, 6423,
6427, 6431, 6435, 6439, 6443,
6447, 6451, 6455, 6459, 6463,
6467, 6471, 6475, 6479, 6483,
6487, 6491, 6495, 6499, 6503,
6507, 6511, 6515, 6519, 6523,
6527, 6531, 6535, 6539, 6543,
6547, 6551, 6555, 6559, 6563,
6567, 6571, 6575, 6579, 6583,
6587, 6591, 6595, 6599, 6603,
6607, 6611, 6615, 6619, 6623,
6627, 6631, 6635, 6639, 6643,
6647, 6651, 6655, 6659, 6663,
6667, 6671, 6675, 6679, 6683,
6687, 6691, 6695, 6699, 6703,
6707, 6711, 6715, 6719, 6723,
6727, 6731, 6735, 6739, 6743,
6747, 6751, 6755, 6759, 6763,
6767, 6771, 6775, 6779, 6783,
6787, 6791, 6795, 6799, 6803,
6807, 6811, 6815, 6819, 6823,
6827, 6831, 6835, 6839, 6843,
6847, 6851, 6855, 6859, 6863,
6867, 6871, 6875, 6879, 6883,
6887, 6891, 6895, 6899, 6903,
6907, 6911, 6915, 6919, 6923,
6927, 6931, 6935, 6939, 6943,
6947, 6951, 6955, 6959, 6963,
6967, 6971, 6975, 6979, 6983,
6987, 6991, 6995, 6999, 7003,
7007, 7011, 7015, 7019, 7023,
7027, 7031, 7035, 7039, 7043,
7047, 7051, 7055, 7059, 7063,
7067, 7071, 7075, 7079, 7083,
7087, 7091, 7095, 7099, 7103,
7107, 7111, 7115, 7119, 7123,
7127, 7131, 7135, 7139, 7143,
7147, 7151, 7155, 7159, 7163,
7167, 7171, 7175, 7179, 7183,
7187, 7191, 7195, 7199, 7203,
7207, 7211, 7215, 7219, 7223,
7227, 7231, 7235, 7239, 7243,
7247, 7251, 7255, 7259, 7263,
7267, 7271, 7275, 7279, 7283,
7287, 7291, 7295, 7299, 7303,
7307, 7311, 7315, 7319, 7323,
7327, 7331, 7335, 7339, 7343,
7347, 7351, 7355, 7359, 7363,
7367, 7371, 7375, 7379, 7383,
7387, 7391, 7395, 7399, 7403,
7407, 7411, 7415, 7419, 7423,
7427, 7431, 7435, 7439, 7443,
7447, 7451, 7455, 7459, 7463,
7467, 7471, 7475, 7479, 7483,
7487, 7491, 7495, 7499, 7503,
7507, 7511, 7515, 7519, 7523,
7527, 7531, 7535, 7539, 7543,
7547, 7551, 7555, 7559, 7563,
7567, 7571, 7575, 7579, 7583,
7587, 7591, 7595, 7599, 7603,
7607

Travenol
serving hospital and home
medical care needs worldwide

Hospital Products Representatives

Travenol Laboratories is a leading producer and supplier worldwide of life-sustaining medical care products. Its diversified range of products and services include solutions injected intravenously for a variety of clinical therapies and associated products used in their administration to patients.

Products are sold primarily through the company's sales force, a team of highly trained specialists, to hospitals. Today we are a principal supplier to the NHS of our specialised products.

We now seek capable and highly motivated candidates who can demonstrate an ability to present our products to a variety of medical professionals. A knowledge of the life sciences will be a distinct advantage but the proven ability to absorb and communicate substantial data will be important.

You should be under 35 and live in any of the following areas:
N.E., N.W., S.E./S.W. London
Oxford
Reading
Birmingham
Nottingham
Leicester
Derby
Stoke-on-Trent

An attractive salary is offered plus commission, car, expenses and benefits associated with a leading health care company. If you consider you have the qualities and enthusiasm to win one of these challenging positions, apply by sending your C.V., together with a concise covering letter stating the benefits you would offer Travenol, to Robert Campbell, Sales Training Manager.

Travenol Laboratories Ltd.,
Thorpe Lea Manor,
Thorpe Lea Road,
Egham, Surrey, TW20 8HY



Miscellaneous

ESSEX
TRAINERS (3) required to work with young and adult trainees in field of computer and information technology training. The work is with small business clients. Essex County Council, based at Colchester, Essex. Posters are sent to applicants with young people and respond to the challenge of innovative work. Reply in writing with c.v. to: Computer Training, Essex County Council, Essex. (17704) 600000

IPSWICH
WOLFEY THEATRE
Ipswich
ASSISTANT DIRECTOR
WITH SPECIAL
RESPONSIBILITY FOR
THEATRE IN EDUCATION
IN SUFFOLK SCHOOLS
AND COLLEGES

Candidates should have experience in both theatre and education. The post will be integrated with the Main House and will involve at least three schools. A year's experience of theatre work is essential. For full details write to: The Director, Wolfe Theatre, Ipswich, Suffolk IP1 2AB. (17735) 600000

MANCHESTER
CITY COUNCIL
EQUAL OPPORTUNITIES
TECHNICAL SERVICES TEAM
HEAD OF TEAM £23,666 - £24,979 (equivalent to Group 7 Headship).
Applicants are invited from experienced teachers committed to continuing professional development and management in education. Applications will be welcomed from all sectors of the education service. For full details and application form, contact: The Chief Education Officer, Crown Square, Manchester, M2 5BB. Closing Date: 8th August 1985. An Equal Opportunity Employer. (17465) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

MANCHESTER
DIOCESAN
COUNCIL
The post of
DIOCESAN DIRECTOR OF
EDUCATION
will become vacant in
November.
Applications are invited from suitably qualified and experienced women or men, lay or ordained, to be
filled from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 20 Dalgate, Manchester M3 2JF. (17704) 600000

PEAK DISTRICT MOUNTAIN
ADVENTURE Holiday and
outdoor courses for school
and youth groups based in
the heart of the Peak District
National Park. Park Climbing,
Caving, Hill Walking, Multi-Activity, etc.
Survival courses offered for
summer 85. Brochure on
application. Tel: 01-503 70000
(17252) 600000

LONDON W3
Experienced (min. 5 years)
Teacher of English as a foreign
language required for an
August for 3 weeks, able to
take classes of 12-15 students.
Proficiency level. Full, full-
time. Tel: 01-503 70000
(17252) 600000

SUSSEX
OUTDOOR PURSUITS
INSTRUCTOR
With qualifications in two of
the following: mountaineering,
caving and canoeing. An
R.A. Instructor's Certificate
would be an advantage.
Applicants should be dynamic
people able to relate quickly
to a wide age and ability
range. Must have a current
driving licence. Accommodation
available. Salary £3,550
per annum. Closing date: 10
September, 1985.
For further details, contact:
Mr. J. A. Warren, Activity Centre,
Sussex, Tel: 01-503 70000
(17252) 600000

LONDON
DIRECTOR OF STUDIES
Required experience preferred,
not essential. Tel: 01-503 70000
(17252) 600000

APPOINTMENTS
Wanted
MUSIC INSTRUCTOR/ACTOR
seeks position as woodwind
teacher. Tel: 01-503 70000
(17252) 600000

EUROCENTRES
invites applications for
permanent posts (TEFL)
available at their Brighton
School in September. Successful
candidates will be placed on the
Eurocentres teaching staff.
Scale £6,106 - £10,766.
Applicants, including
references, to: The Principal,
Eurocentres Brighton, 20
North Street, Brighton
BN1 1EB. (17711) 700000

ITALY
The British Schools require 8 EFL
teachers in N.W. zone, degree
plus R.A. prep, minimum requirement.
Initial information from
Eurocentres, Harrogate (0453) 700000

OUTDOOR EDUCATION
SAILING CENTRE
WARDEN
A warden is required for the Southend Marine Activities
Centre, Southend-on-Sea, Essex.
Situating at the mouth of the Thames Estuary, the Centre
offers courses in sailing, canoeing, board sailing and fishing.
It operates seven days a week (as the tide serves) from
April to October, and is developing a winter programme
which includes canoeing and sailing for the more
advanced, fishing, canoeing in local swimming baths,
courses in seamanship, plus general outdoor pursuits.
Applications will be considered from candidates interested
in short-term or seasonal contracts, as well as from
those seeking a full-time post.
Salary in the range £7,866 - £9,861, according to
experience and qualifications.
For further details and application form apply to: County
Education Office, Community Education Service, Thread-
needle House, Market Road, Chelmsford, Essex.
(Tel: (0246) 267222 ext. 2862).
Closing date for applications: 8th August 1985.
An informal visit can be arranged by telephoning the Area
Community Education Officer, Tel: Southend-on-Sea
358917.

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council

ESSEX
County Council